

UDC 811.161.2:388.147

DOI: 10.36550/2415-7988-2022-1-204-205-209

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### FPECULIARITIES OF TEACHING LISTENING DURING THE CLASSES OF UKRAINIAN AS A FOREIGN LANGUAGE

#### **Statement and justification of the problem.**

In the process of communication, listening and understanding of oral information is extremely important, because the ability to listen provides the effectiveness of communicative activity. Through listening, people transfer knowledge and exchange information. Listening permeates the entire learning process. It is the basis for mastering other skills: reading, speaking, and writing. In the process of adaptation of foreign students in the Ukrainian-speaking environment, the development of the ability to understand the oral language and the ability to communicate in different everyday situations is of particular importance. Therefore, during the classes of Ukrainian as a foreign language, considerable attention is paid to teaching listening, because listening is one of the main ways of learning a foreign language that develops speaking skills and abilities.

**Analysis of recent research and publications.** The problem of listening attracts more and more attention from methodologists. Serious theoretical research on this complex process is being carried out.

In the works of methodologists and linguists we find a number of definitions of the concept of “listening”: as a type of speech activity during which oral speech is perceived and analyzed (I. Kochan), as a type of receptive speech activity, perception and understanding of the spoken language (M. Pentyliuk), as an independent type of speech activity (the process of perception and understanding the spoken language) (O. Solovova), as an analytic and synthetic process of acoustic signal processing which results in comprehension of perceived information (M. Liakhovsky), a type of speech activity which is a purposeful process of perception and understanding of foreign spoken language within a particular field based on the hearer’s linguistic and extralinguistic experience (I. Shchukina, N. Ulianova, A. Khodakova), the process of perception and understanding of speech at the moment of its generation (Ye. Blokhina). Despite the diversity of definitions, researchers of

this type of speech activity agree that listening is based on perception and comprehension of a sound signal.

Many works are devoted to separate aspects of teaching this skill, in particular, listening to monologues (V. Satinova, L. Alexeyeva.), listening with the support of speaking and reading (S. Dekhert), listening and understanding of audio text of a certain duration (A. Prussakiv, N. Hez), development of listening skills on the basis of the complex use of teaching tools (O. Kokhamovska), control of listening skills (M. Kunina), and the system of exercises for teaching listening (S. Nikolaeva).

The analysis of works by Yu. Baranova, O. Berezovska, O. Bihych, S. Haponov, I. Krukivska, I. Lysovet, A. Nedilko, O. Semotiuk, N. Kharchenko, etc. suggests that listening is considered as one of the means of developing foreign language communicative competence, understanding of perceived oral speech, ability to identify and understand oral statements, and it is an independent type of speech activity.

**The purpose of the article** is to reveal the peculiarities of teaching listening in the process of learning Ukrainian as a foreign language.

**Statement of the main material of the research.** The problem of oral speech activities is rightly considered one of the most important in the methodology of teaching Ukrainian as a foreign language. Listening depends on many factors, including life and speech experience of a listener, their ability to concentrate their attention, the level of development of auditory memory, interest, and even emotional state. Thus, it proves that listening is one of the most challenging speech activities. The ability to be a good listener is developed in the process of everyday communication and learning. Understanding oral foreign language very often makes difficulties even for the people who have a good command of a foreign language. At the present stage of development of methodology, listening is considered as a fundamental skill, and

mastering it is an important condition for foreign language learning. In the process of teaching the Ukrainian language to foreigners, listening as a type of speech activity is a purpose of learning, it serves as an effective learning tool, and plays a significant role in achieving practical, educational, and developmental goals of teaching.

Listening comprehension is the understanding of spoken language. From a psychophysiological point of view, listening is interpreted as a perceptive mental mnemonic activity. It is perceptive because perception is carried out; it is mental because it relates to basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization; it is mnemonic because the selection and learning of informative features of language and speech units, image reforming and recognition (as a result of comparison with the standard stored in memory) take place.

Listening and speaking are the two components of the spoken language. Without listening, normative speaking is impossible. However, listening is relatively autonomous (e.g., listening to lectures, reports, radio broadcasts, etc.).

In the process of communication, listening (listening and understanding of oral information) is extremely important, because the ability to listen provides the effectiveness of communicative activity. Through listening people transfer knowledge and exchange information. Listening permeates the entire learning process. It is the basis for mastering other skills: reading, speaking, and writing.

In real communication (natural conditions), listening performs the following functions: satisfies human need to obtain the necessary information through the auditory channel; is an integral part of oral communication; serves as a controlling link in speaking, writing, reading [3, p. 54].

In the methodological literature the term "listening" refers to the receptive activity, that is simultaneous reception and understanding of live speech, where reception is the analysis and synthesis of the material means of language (phonemes, morphemes, words, sentences, etc.), and understanding is a result of analysis and synthesis of meanings of these means. Thus, listening is not a passive fixation of sound signals, but an active transformation of these signals into a definite record.

Listening is considered to be a complex speech activity because it includes speech acts, operations, skills that take a long time to be developed and trained. During listening the information is being processed in a meaningful way: it is selected, organized, summarized, rethought, and evaluated. Therefore, students find listening to be the most difficult skill [5, c. 192]. While teaching listening, the task of a teacher is to

teach foreign students to understand the oral foreign language. The listener's ability to create their own statements depends on their ability to understand a message.

According to O. Semotiuk [2, p. 98] achieving the basic level of listening in modern institutions of higher education should provide foreign students with elementary communicative competence in this type of speech activity. Therefore, teaching listening in the classroom will help foreign students to develop the skill of communicative competence.

The sequence of development of listening comprehension skills and removal of difficulties in reception of meaningful text is carried out by doing such exercises: listening to the spoken language with a certain didactic task.

Methodological literature presents two ways of teaching listening. The first one offers teaching listening through special exercises. In this case listening is a goal of learning, that is, listening is a type of speech activity. The aim of the special language exercises is to teach how to use the prepared samples in speech synthesis and to help students understand the familiar constructions in different environments. These may be exercises focused on understanding the general idea, or expressions focused on highlighting individual meaning groups. But they always focus the listener's attention on the content of the language, and they are only being performed using connected material. Special speech exercises include exercises that develop in the process of listening the ability to relate a part and a whole, to identify the main idea and the main content, to understand the general idea regardless of the presence of the difficult for understanding parts (words, structures), to guess the role of individual elements on the basis of understanding of the whole, that is, to use in the process of listening language and logical guess.

Followers of the second way point to the necessity to combine in the process of teaching listening exercises with speaking and reading elements, that is, listening acts as a means of teaching other types of speech activity. For this purpose, non-special exercises are used. They are aimed on teaching listening as a means of teaching other types of speech activity (speaking, reading).

Many contemporary methodologists combine these two ways. They propose to teach listening first as a goal and then as a means, and therefore they believe that a system of exercises for teaching listening should include both special and non-special language exercises.

During classes of Ukrainian as a foreign language considerable attention is paid to non-special language exercises. The first group of this type of exercises develops students' ability to recognize new sounds/words and to differentiate the similar ones, to understand grammatical forms, e.g., singular or plural of the nouns – everything

that can be observed within a single word. The second group of exercises is a work with whole sentences. The aim is to develop students' understanding of typical constructions and exemplary phrases and that they should be able to build their own ones by analogy.

The first group contains three types of exercises: exercises aimed at developing phonetic listening skills, exercises aimed at developing lexical listening skills, and exercises aimed at developing grammatical listening skills. These exercises are divided into non-communicative exercises (focused on perception and distinguishing sounds, lexical units, or grammatical structures) and conditionally communicative receptive exercises (focused on listening to messages, questions, instructions, etc.). The task of the first group of exercises is to develop listening skills of foreign students. These skills promote the development of phonetic and intonation hearing, as well as lexical and grammatical listening skills [1, p. 208].

Let us consider some exercises of the first group that we offer to foreign students during the classes of Ukrainian as a foreign language at the initial stage of language learning.

Exercises for the development of phonetic listening skills: e.g. write down vowels (*о, н, т, а, ю, ч, и, ф...*), hard consonants (*мь, п, ль, нь, к, зь, й, дь, с, ш, ць, ж...*), open syllables (*-ок-, -ні-, -ри-, -ун-, -лю-, -ич-, -ар-, -мі-, -ні-...*), words with a stressed second syllable (*диві́тися, ні́ти, купува́ти, чита́ти, працюва́ти, бі́гати, сиді́ти, писа́ти, спостеріга́ти, танцюва́ти ...*) etc. The aim of such exercises is to teach students to distinguish sounds, syllables, and words.

The ability to distinguish sounds in the Ukrainian language is also improved by the following tasks: to determine the number of sounds in a word, to check the presence of a sound in a word, to indicate the sounds pronounced by a teacher with graphemes, to identify and number the sounds from the list on the blackboard, to name all the sounds in the heard word.

Ukrainian language is characterized by free word order, thus the place of the intonation center is very important for the expression and reception of the utterance meaning. In Ukrainian the differences in meaning are expressed by moving the intonation center. Therefore, it is important for foreign students to understand that moving the intonation center we change the meaning of the utterance. For example: *Ми вивчаємо українську мову. Ми вивчаємо українську мову. Ми вивчаємо українську мову.* To improve the students' comprehension of the text, we use special exercises, focused on the perception of intonation models of foreign speech, at development of students' intonation hearing. These exercises are focused on the change of intonation center, tempo, loudness, pitch, and intonation.

During the classes of Ukrainian as a foreign language great attention is paid to the exercises focused on development of lexical listening skills. These are exercises focused on semantization of words and sentences. For example, to raise hands when a picture and the word a student hears coincide (topics: "Body Parts", "My Flat", "Fruits and Vegetables", "Animals", etc.); to determine if the situation is "real" or "unreal" (*собака говорить, дитина танцює, риба співає, чоловік читає, миша летить, кіт готує їсти, мама пише, кінь біжить* (a dog speaks, a child dances, a fish sings, a man reads, a mouse flies, a cat cooks, mother writes, a horse runs) etc.); guess riddles; draw a person by the description; say where the phrases the students hear are used, etc. Such exercises teach foreign students to understand the actual meaning of the heard lexical unit.

The usage of exercises focused on the development of grammatical listening skills allows students to develop skills in recognizing lexical and grammatical material. For example, put down only feminine nouns (*сестра, літо, жаба, мати, подруга, крісло, газета, земля, дитина* (sister, summer, frog, mother, friend, chair, newspaper, earth, child) etc.), listen to verbs and put down the verbs that are in the perfect form (*принести, випити, лізти, спати, брати, малювати, їсти, купити, зрозуміти, намалювати, побачити, взяти, скласти* (to have brought, to have drunk, climb, sleep, take, draw, eat, to have bought, to have understood, to have drawn, to have seen, to have taken, to have put together), etc. ), put down the verbs in the past tense (*зробив, читаю, написала, їм, помолилися, написав, з'їм, зробимо, спить* (made, read, write, them, pray, wrote, will eat, will make, sleeps) etc.), raise your hand when you hear a sentence in the present tense (*Кожного дня мій друг встає рано. Чистить зуби, умивається та йде снідати. Але вчора він прокинувся пізно. Був дуже злий, бо запізнився на автобус. Щосуботи він грає футбол з друзями. Проте завтра вони не будуть грати. Він також любить читати книжки. Зараз сидить на дивані та читає детектив.* (Every day my friend gets up early. He brushes his teeth, washes his face, and has breakfast. But yesterday he woke up late. He was very angry because he missed the bus. Every Saturday he plays football with his friends. However, they will not play tomorrow. He also likes to read books. Now he is sitting on the sofa and reading a detective story) etc.), determine if the statement is "true" or "false" (*Узимку цвітуть квіти. Навесні йде дощ. Улітку падає град. Восени садять дерева. Навесні жовтіє та опадає листя.* (Flowers bloom in winter. It rains in spring. It hails in summer. People plant trees in autumn. The leaves turn yellow and fall in spring) etc.). During classes of Ukrainian as a foreign language the exercises, focused on the development of phonetic, lexical

and grammar listening skills, contribute to the development of lexical, grammar and phonetic skills of foreign students and put these skills on autopilot.

The second subsystem of exercises includes pre-listening and listening exercises. As the methodological literature says, this subsystem includes conditionally communicative exercises (listening to messages, questions, instructions at the super-phrase level) and communicative receptive exercises (listening to texts to get information). The aim of these exercises is to develop students' listening skills.

While working with students we use exercises focused on predicting the text content, determining the logical sequence of events, understanding the text, understanding the main idea etc. For example: to continue the story, to give own ideas of development of events, to retell the story in 4-6 sentences, to place pictures (sentences) according to events in the text, to decide whether the sentence was present in the text, to determine discrepancies between the picture and the text, to define which text more precisely describes the picture, etc. Such tasks help foreign students to master the ability to anticipate the content, to highlight the main idea, to compare what is heard to what is seen, to establish a logical sequence of events and causation [1, p. 210].

The development of listening skills and abilities is carried out at each practical class of Ukrainian as a foreign language, since listening is not only a learning goal, but also it is a means of learning the language. Topics of audio materials should correspond to the topic of the lesson and listening should be trained together with the teaching of other types of speech activities: speaking, reading, and writing.

Oral perception of a foreign language is not an easy process. The main lexical difficulties of listening are polysemantic words, a considerable amount of unfamiliar vocabulary, abbreviations, and neologisms. Usage of parenthetical words and constructions and long sentences cause syntactic difficulties. The above mentioned should be considered when teaching listening in classes of Ukrainian as a foreign language. In real life, a listener, for the most part, has a preliminary idea of the information they will be listening to. Consequently, before listening activities, students should do some exercises that will help them to anticipate the content, e.g., from the title or outline of the text, key words, or word combinations. Texts containing a large number of unfamiliar words should never be selected for listening. Still, the texts should not be very easy, as they will not encourage students to pay close attention and concentrate on what is heard. If the aim of the listening activity is to cover the general idea, it is not necessary to introduce new words before listening, it is important to let the students guess their meaning from the context.

While listening, the students do exercises that help to develop linguistic guess and expand their vocabulary. The most common tasks are to accurately identify the topic of the statement and to fill in the gaps in the sentences. During the listening activities a printed text should not be used as it is more likely to distract students from listening and they will focus their attention on reading.

After listening, it is advisable to do some exercises that will help the teacher to check the understanding of what was heard. The aim of these tasks is to use the listened text in various lexical, semantic, or grammatical exercises. These exercises help to develop speaking skills (answering questions, discussing what was heard), writing skills (written exercises, translations) and reading skills (reading the text after listening to it).

The understanding of the listened text is influenced not only by the pre-listening exercises and the level of students' knowledge, but also by such factors as: presence of titles, which help to understand the text; logical structural and semantic organization of the text; smooth transition from one logical paragraph to another; verbal presentation of the main idea. The pace of speech, pronunciation, intonation, even the timbre of the speaker's voice are of equal importance.

According to N. Stankevych, while teaching each type of speech activity it is necessary to use the initial mechanisms that form habits, which gradually develop into skills. For example, in the process of listening we develop mechanisms of intonation and phonemic hearing, probabilistic prediction, anticipatory perception, operative and long-term memory, identification of concepts, mechanism of equivalent substitutions, segmentation of a speech link, etc. The students master successive levels of listening of a foreign language: phoneme recognition, word recognition, understanding of individual sentences, understanding of text structure. In the process of learning, these skills turn into ability to listen [4, p. 45-46]. Consequently, listening contributes to the development of all types of speech activities, introduces new language material to students, acts as a stimulus during the formation of speech activity skills, increases the efficiency of feedback, helps to maintain the achieved level of language proficiency.

When teaching listening a number of difficulties are highlighted:

1. The possibility of a single perception of oral speech. The mechanism of short-term memory, which has a limited volume, operates in the perception of oral speech. Therefore, listening activities should contain familiar language that corresponds to the familiar lexical and grammatical material and is presented in accessible form.
2. The presence in audio texts of the language and speech features that are inherent to oral

speech. Thus, it is advisable to introduce these features to students before listening to these texts.

3. Connecting listening representations with visual and graphic ones. Hence, listening tasks based on the printed text and on internal pronunciation, exercises focused on repetition of difficult words, word combinations and sentences after the speaker are important.

4. Memorization of the content of the audio text. This requires repeated reference to the audio text and its separate parts.

5. Measurement of the level of understanding and memorization of the audio text, that requires introduction of various types of special tasks, for example, semantic reading [5, p. 196].

Conclusions and prospects for further directions of research. Taking into account the communicative orientation of modern methodology, correct organization of teaching listening is one of the main conditions for successful mastering of the Ukrainian as a foreign language. In the educational process, listening (besides its main, communicative role) performs many auxiliary functions. It stimulates learning and speech activity of students, provides management of the learning process, is used for acquaintance with new language and speech material, acts as a means of formation all other skills, and contributes to the maintenance of the achieved level of language, increases the effectiveness of feedback and self-control. Thus, considering the specificity and complexity of this type of speech activity, listening should be taught specifically and constantly.

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*Стаття надійшла до редакції 17.05.2022 р.*