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АУДИРОВАНИЕ КАК ЦЕЛЬ И СРЕДСТВО ОБУЧЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОМУ ЯЗЫКУ

***Аннотация:** статья посвящена актуальной проблеме формирования навыков и умений воспринимать англоязычные тексты на слух на практических занятиях по иностранному языку в высших учебных заведениях. Аудирование рассматривается не только как цель обучения студентов, но и как средство совершенствования фонетических навыков, увеличения активного и пассивного лексического минимума, а также создания ситуаций для речевого общения. Предлагаемые автором упражнения могут быть использованы в процессе обучения будущих учителей английского языка на специальных факультетах.*

***Ключевые слова:** аудирование, цель обучения, средство обучения, коммуникативная компетенция, упражнение.*

Аудирование является одним из сложных видов речевой деятельности. В процессе обучения иностранному языку оно может выступать как в качестве цели обучения, так и в качестве средства формирования навыков и умений говорения, чтения и письма. Кроме того, аудирование может применяться при обучении фонетике, лексике и грамматике.

В данной статье речь пойдет о системе обучения восприятию на слух будущих учителей английского языка. Мы предлагаем на старших курсах в рамках одной из профильных дисциплин, например, «Практикума по культуре речевого общения», по аналогии с «домашним чтением» вводить такую форму работы как «домашнее аудирование». Так, на третьем курсе направления подготовки 44.03.01 «Педагогическое образование» (Английский язык. Немецкий язык) можно предложить в качестве материала для изучения дома аудиокнигу Джанет Глисон «Делец». Это одно из лучших произведений автора; речь в нем

идет о приключениях известного шотландско-французского экономиста Джона Лоу. Сюжет романа предлагает большое количество тем для обсуждения, а разнообразные лексические и грамматические конструкции, использованные Дж. Глисон, позволяют работать над всеми аспектами языка.

В «Дельце» достаточно много имен собственных, поэтому в начале каждого раздела студентам предлагается ознакомиться с ними в печатном виде, чтобы справиться с лексическими трудностями в процессе восприятия текста на слух. Для демонстрации правильности понимания данных слов в контексте, студенты воспроизводят ситуации, в которых они были употреблены автором.

Пример задания: *Read and transcribe the following proper names. Try to remember in which connection they are used in the story:*

a) Caen, Holland, Amsterdam, Venice, the Netherlands, Johan Palmstruch, Stockholm, the Massachusetts Bay Colony, Austria, Spain, Sweden, Savoy, Louis XIV, Madame Katherine Seigneur, Samuel Johnson, Rome, Florence, the Rialto, the Dukes of Savoy and Vendôme, Queen Ann, the Duke of Argyll, William Paterson, Panama, Leith, Dr Chamberlen, the Squadrone Volante, Andrew Fletcher, Roxburghe, Baillie, Sir Andrew Ramsay;

b) Crawford; de Lassay; Madame de Prie; du Jardin; the Alps; the Hotel de Langlee; George I; Denmark; Walpole; the English Channel; Augsburg; Munich; Titian; Raphael; Tintoretto; Veronese; Holbein; Michelangelo; Poussin; Leonardo; Burges; Montesquieu; Gergy; Surges; the Bibliotheque de Mejanès; Aix-en-Provence; San Gimignano; the Piazza San Marco; Napoleon; San Moise; Utrecht; Wallingford; Karl Marx; J. K. Galbraith.

С целью детального понимания прослушанного, а также для совершенствования фонетических навыков устной речи и чтения, можно предложить записать на слух несколько отрывков и прочесть их вслух, акцентируя внимание на фонетических трудностях, которые в них встречаются.

Пример задания: *Put down and give a good phonetic reading of the following extracts. Explain all the phonetic difficulties. Learn one of the extracts by heart.*

a) "We can see this ... and its success was due to a bank";

b) "He decided he should work in Scotland ... he would not be safe in Scotland";

c) "This stupid quarrel did nothing to help Law ... Ramsay had only one hundred pounds left".

Во время и после прослушивания рекомендуется организовать работу с целью формирования активного и пассивного лексического минимума. Пример задания: *Translate the following vocabulary items into Russian and reproduce the situations they are used in.* Далее приводится список слов для обязательного усвоения: to be due to, credit notes, stated value, a high percentage of, business skills, to be committed to (each other), to escape one's past, to be in short supply, to improve the situation, to put plans into action.

Более сложным является поиск в аудиотексте вокабулярных единиц, данных на русском языке. Пример задания: *Find the English equivalents of the following Russian words and word-combinations.* Слова, английские эквиваленты которых нужно найти: доход, все складывалось удачно, банкрот, возражать, королевская милость (помилование), возобновить отношения, несмотря на чувства, без риска, принести на рассмотрение, выступать против ч.-л. (противостоять ч.-л.). При выполнении этого упражнения студенты часто сводят его к поиску в словаре, но в таком случае оно не засчитывается, так как суть задания заключается именно в том, чтобы правильно услышать и распознать лексические единицы.

Для отработки лексического минимума студенты составляют свои собственные вокабулярные истории с предложенными словами. Это может быть частью домашнего задания, однако при его выполнении обучаемые все чаще прибегают к использованию искусственного интеллекта, поэтому рекомендуется выделить время непосредственно на практическом занятии. Пример задания: *Make up a situation with your active vocabulary for your mates to translate.*

В некоторых главах встречается лексика, которую можно привязать к определенной теме. В этом случае необходимо уделить ей особое внимание и предложить выполнить упражнения для ее закрепления. С примером такого задания можно ознакомиться ниже.

There are some words denoting different occupations in this chapter. Try to find all the words and use them in the following sentences: 1) ... described this territory as a rich land with a mild climate; 2) De Bienville, the colony's ..., reported that New Orleans had four small houses; 3) Around a hundred settlers, including ..., ... and ... were employed to go and search for metals and grow tobacco; 4) An army of commercial ... was employed to catch people and take them to the ships; 5) They were sent to the colony to provide the necessary, unskilled 6) Nineteen married couples in prison waiting for departure attacked their ... and took his keys; 7) His enemies – the ..., the ... and the ... of the parliament- had joined together again.

Для развития навыков устной речи на основе прослушанного можно предложить следующие задания:

a) *Say whether the following sentences are false or true.*

1. After leaving London Law was imprisoned for some time.
2. The Netherlands was the most powerful commercial nation in the world.
3. The Bank of Amsterdam was the first to use paper money.
4. The first banknotes were not equal in value to the metal money.
5. The first attempt to introduce paper money was a failure.
6. Thirty years later in the Massachusetts Bay Colony the soldiers were made to pay with bank notes.
7. In 1697 Law gave up gambling because it was not popular in Paris.
8. During his trips round Europe Law felt lonely because he didn't make any friends.
9. Law enjoyed the life of exile.
10. John knew how to improve the situation with paper money and brought his project to the attention of the Scottish King.

b) *Ask 10 questions on the chapter and try your hand at teaching your fellow-students.*

c) *Comment on the title of the chapter and give a summary using your active vocabulary.*

Приведем пример полного задания для работы над всеми видами речевой деятельности и аспектами языка.

1. *Listen to Chapter 4.*

2. *Read and transcribe the following proper names. Try to remember in which connection they are used in the story.*

The Hague; Vienna; Philippe, Duc d'Orleans; Saint-Simon; Vendome; Stair; George I; Desmarets; Samuel Bernard; the rue St Avoye; Noailles; Thomas Pitt; the East India Company; Louisiana; Mississippi; Arkansas; Missouri; Illinois; Iowa; Wisconsin; Minnesota; Canada; d'Argenson.

3. *Put down and give a good phonetic reading of the following extracts. Explain all the phonetic difficulties. Learn one of the extracts by heart.*

a) "The two men shared many common interests... All Paris talked about them";

b) "Law explained his plans but Desmarets was full of questions... to be persuaded";

c) "But the affair of the diamond was just one of Law's many ideas ... It was time for France to start".

4. *Translate the following vocabulary items into Russian and reproduce the situations they are used in:* to raise smth (one's country) to commercial heights, to lie at the root of all (France's) problems, to make smb more committed to smth, to complete one's deals, to oppose the bank (these powerful men), to turn to crime, to point out the problems, to take French nationality, to run the General Bank, to know little of smth, to run a great risk.

5. *Find the English equivalents of the following Russian words and word-combinations:* быть удачливым за игорным столом; нехватка денег; лежать в руинах; представить свой проект на ч.-л. рассмотрение; обратиться к к.-л. (связаться с к.-л.); здоровье ухудшилось; объявить себя банкротом; предложить безболезненное решение проблемы; злоупотреблять банковскими деньгами; не обращать внимание на предупреждения; разумная цена; по требованию; держать в своих руках казну.

6. *Say whether the following sentences are false or true.*

1. By 1705 Law had decided to concentrate on the European country with the greatest population – Italy.

2. The journey to Paris in 1706 was wasted as the King did not understand Law's plans.

3. Law spent long hours with Orleans and was delighted because the latter understood his plans.

4. Law asked Saint-Simon, the British ambassador to Paris, to beg the new king, George I, to reconsider his position.

5. On Sunday 1 September 1715, Louis XIV, king for seventy years, died.

6. Many of Paris's most important bankers and financiers agreed with Law's plan to make the General Bank a state bank and to print paper money.

7. Traders liked the notes because the value of the printed notes was fixed.

8. Eighteen months after the bank opened, the economic improvement which Law had promised began.

9. Law tried to persuade the Regent to buy an enormous diamond and though Orleans certainly wanted it he refused to do it.

10. Law's new ideas concerning money matters were not so attractive for the Regent as Noailles' traditional approach.

11. It was Law's mistake that he waited patiently while d'Argenson played at finance.

7. *Answer the questions.*

1. Why did France face serious economic problems at the beginning of the 18th century?

2. What lifestyle and interests did Philippe d'Orleans have?

3. How was Law getting along with Katherine?

4. How did the situation change for Law in 1713 -1714?

5. What plans did Law offer to Desmarets to improve the financial situation in France and why did French financiers oppose him?

6. What show did John Law and the Regent arrange for bank customers and what results did they reach?

7. What methods of improving the country's finances was Noailles trying and how did his methods influence the financial situation in France?

8. What disadvantages of the new kind of bank did Saint-Simon point out?

9. What plot did the private bankers of Paris make against Law and how did he manage to cope with it?

10. What for did he want to form a new company, the Mississippi Company, and how did this plan come off?

11. What plans did d'Argenson make to solve the country's financial problems and how did the minister's actions endanger Law's life?

8. *Give a summary of the chapter using your active vocabulary.*

9. *There are a lot of words connected with the notions «banking» and «finance» in this chapter. Try to find all the words and use them in the following sentences:*

1) New taxes were ..., old taxes were increased; there were so many taxes that people feared that soon even births and marriages would be 2) It was one of Paris's newest squares, where many powerful ... lived. 3) The ... was millions of livres. 4) The ... was over 2 billion livres with ... of 90 million; ... was inefficient, and the ... was spent three or four years before it was collected. 5) If the Regent did not want a ... then, Law thought, France should have ..., similar to the Bank of England, printing notes and financed by 6) The ... which people had made to Louis XIV to ... the wars received interest at 7 per cent. 7) He reduced ... loans to two-thirds their previous... ; he lowered salaries, he ... coins by 50 per cent. 8) He decided to arrest ... and ... and other speculators who he felt had ... from the problems of the country. 9) By spring he had completed his plans for a ... bank, financed by himself and other ..., which would print notes ... by gold and silver. 10) Law offered free or inexpensive ... to attract customers. 11) Eighteen months after the bank opened, there were enough profits to pay the shareholders a 12) Law would get the necessary money by ... a company, the Mississippi Company, and selling 200,000...; anyone

could ... the company's success. 13) The French had not yet discovered the pleasures of ... ; sales of ... were slow.

10. *Make up a situation with your active vocabulary for your mates to translate [1].*

После прослушивания первой части романа целесообразно повторить изученный материал. Для этого нами были разработаны следующие задания:

Fill in the gaps with necessary prepositions: 1. She developed interest ... politics when she was at college in France. 2. They have finally set a date ... their marriage. 3. ... pressure ... France, Germany has finally dropped its proposals. 4. Our plans aren't quite ready to be put ... action. 5. I pointed ... the danger of a mountain trek at this time of year. 6. Mike was treated ... much more respect after his promotion. 7. She never seemed to show any affection ... her family. 8. Following requests from the police, the army has now taken control ... the area.

Here the prepositions are given. Fill in the gaps with the words these prepositions collocate with. 1. Many young people move to the cities in ... of a better future. 2. Discussions were to take place in total 3. She took ... on her husband by cutting up all his best clothes. 4. The company's financial losses were ... to poor management. 5. Food is likely to be in short ... until the strike is over. 6. He ... to crime after he was sacked and his wife left him. 7. Difficulties with the company's overseas branches ... at the root of last year's losses. 8. If you ... down the opportunity to go to college, you'll always regret it.

Answer the following questions checking your understanding of the meaning of the words connected with finance and banking:

a) How are these words connected with money?

Credit Profit Share Interest Gambling

b) When might a person experience a *boom*, receive a *dividend*, go *bankrupt*, be interested in a *short-term* gain?

At this point in the story, if you had been in Paris, would you have been one of Law's friends or one of his enemies? Explain your reasons [1].

После прослушивания всего романа необходимо еще раз повторить изученный материал и организовать его обсуждение. Для достижения данной цели нами были разработаны следующие задания:

Fill in the gaps with prepositions where necessary: 1. When we took control... the company, it was losing money. 2. I have nothing further to say... relation... this matter. 3. So many of them just turn their backs... their religion when they leave home. 4. I took the advantage... good weather to paint the shed. 5. They were accused... profiting... the sale of state assets. 6. O'Neill was giving..... pressure... London to hurry the reforms. 7. We decided to head... home. 8. I hope this medicine will soften... your pain. 9. After leaving school, he joined... the army. 10. It was the first time she had set foot... the desert.

Here the prepositions are given. Fill in the gaps with the words these prepositions collocate with: 1. If you want to leave home, I am not going to... in..... 2. I've no respect for a man who would... his children at... like that. 3. I've told him to... away, but he won't listen. 4. He was still confused and..... by the day's events. 5. We need to put safeguards in... to prevent this type of accident occurring again. 6. Nothing can... up for the loss of a child. 7.... must be... within 30 days. 8. Mr Johnson had much... to... on.

Make up a situation with the active vocabulary of assignments 6–10 (at least 7 items) for your group-mates to translate it into English.

Explain what is meant: a) There are no £1 notes in *circulation* in the UK now.

b) We are in a period of low *inflation*. c) There are fewer police officers to *investigate* crimes. d) My mother left me these jewels in her *will*.

Complete this paragraph about the plague. Add as many words in the gaps as you want. The plague started.... It spread from... to... and then out to.... People who caught it.... The city of Genoa.... Travellers had to get.... In the end... were dead and Law's system....

Задания для итогового обсуждения событий романа с целью формирования навыков и умений устной и письменной речи:

Answer the following questions on the whole book: 1) Have you changed your mind about being one of Law's friends or one of his enemies? Why? 2) Do you be-

lieve Law had a secret fortune? Make a list of points from Chapter 10 that suggest he was rich and another list of points which suggest he was poor. 3) If you had to be one of the characters in this story, who would you choose to be? Why?

Tell the group about your favourite episode in the book. Explain why you enjoyed it so much.

Choose one of the items and write a composition.

1. Write a letter from Law to his mother describing his life during the early years of his first exile, 1695–97. If you know one of the cities he visited, include a description of it in your letter.

2. Imagine you went to the rue Quincampoix to buy shares at the height of the boom. Describe your experiences.

3. You are one of the people kidnapped by the commercial soldiers and sent to Louisiana. Write a diary of your journey and first few months there.

4. Write a letter from Law in Venice in 1726 to the Regent, defending himself against his enemies' accusations and asking for help.

5. Write a letter from Katherine in Paris to Law in Venice. Remember that although she has to give him bad news, she always tries not to worry him.

Speak on the topics. 1. The character sketch of John Law. 2. The historical background of banking system.

Мы считаем, что организация работы над восприятием иноязычной речи на слух будет эффективной, если осуществлять ее по предложенному нами алгоритму. В этом случае аудирование будет не только целью, но и средством обучения будущих педагогов другим видам речевой деятельности.

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