

## THE USE OF AUDIO MATERIALS IN ADVANCED FOREIGN LANGUAGE LEARNING

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## ИСПОЛЬЗОВАНИЕ АУДИОМАТЕРИАЛОВ В УГЛУБЛЕННОМ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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**Abstract.** This article focuses on the use of authentic audio materials in the process of foreign language teaching. The main programs for developing listening skills are considered: when introducing new material, as an element of dialogue speech, and as an independent type of exercise. The article provides the theoretical and methodological foundation for improving the listening comprehension process, offering modern approaches to using audio materials and ensuring the effectiveness of the learning process.

**Keywords:** use of audio materials, advanced study of foreign languages.

In the context of globalization, democratization, and informatization of society, knowledge of foreign languages has become a necessity for achieving professional and personal goals of a modern individual. This is why learning foreign languages is a requirement of the state and a necessity for many of us. Great attention is paid to the development of foreign language communication skills in accordance with the state educational standard for general (secondary) education (hereafter referred to as the Standard) [25]. Foreign language teachers lay the foundation and improve students' foreign language competence. By selecting modern methods, organizational forms, and teaching aids, they often focus on using audio materials in foreign language teaching. The updated content of education sets new requirements for the level of knowledge, skills, and competence formation at the advanced stages of learning [9, pp. 726-729; 13, p. 15; 38, p. 416]. Therefore, in order to increase students' motivation to learn a foreign

language, expand their vocabulary on one hand, and enrich their knowledge about the country of the target language on the other, there is a need to apply new forms, methods, and tools in lessons. One such tool is audio material (either standalone or combined with video), as the advent of the internet and the open information space gives both teachers and students access to authentic materials that provide speech models, demonstrate verbal and non-verbal communication of native speakers, and introduce the culture of the target language country. Audio is often considered traditional media, but in the modern world, it is an element of new media (computers, tablets, mobile phones, the internet).

The process of developing listening skills involves the following three programs:

1. **Listening when introducing new material**, when phonetic images of new language elements are formed most intensively. In this program, significant attention is given not only to understanding what is heard but also to the conscious perception of the phonetic-acoustic features of these language units.
2. **Listening as an element of dialogue speech**. This program is parallel to developing speaking skills and is practically conditioned by necessity: without listening, communication is not possible.
3. **Listening as a special type of exercise**, meaning as a specific program. This involves listening to the teacher or announcer's speech, which includes dialogues between different people or monological forms (stories, reading narratives) [5, p. 86].

In school teaching practice, listening is an integral component of learning speaking, reading, and writing, as well as a tool used in the oral presentation of speech material. The practical goal of teaching listening comprehension is to help students understand foreign speech offered at a standard pace by the teacher or in recordings.

There are all the prerequisites for improving the process of teaching listening: modern technology is developing rapidly, and teachers have more opportunities to use various types of teaching tools.

Methodological literature offers many classifications of listening: by the goal and nature of information perception [19, pp. 72-78]; by the meaning and form of semantic perception during communication [7, p. 335]; by the speed of processing the main information [3, pp. 162-173]; by the extent of understanding the material being heard [3, pp. 162-173]. The semantic processing of information during listening is aimed at achieving such results as identifying words and their meanings, establishing relationships between word combinations in a sentence, between individual sentences, and the previous part of the text.

The effectiveness of foreign language teaching largely depends on the proper selection of teaching materials. In methodological literature, the issue of selecting teaching materials is addressed in various ways, depending on the nature of the texts and the specific goals of working with them. Although the selection of teaching materials for foreign language instruction is the subject of research by many scholars, an analysis of methodological literature has shown that the problem of selecting texts, especially audio texts, for further use in teaching foreign languages to high school students remains unresolved.

In addition to the main requirements for all teaching texts (educational value, correspondence to students' age characteristics and their linguistic experience in both foreign and native languages, the presence of an issue that arouses students' interest), audio texts have several additional requirements [16, p. 189]. First of all, these are requirements for the composition of audio texts:

- the presence of an exposition;
- simplicity of narration and logical structure;
- a limited number of plot lines and characters;
- a clear formulation of the main idea at the beginning/end of the text or in the title [27, pp. 1056-1060].

The methodology for teaching listening should aim at helping students understand a foreign language after one or two hearings, with or without visual non-verbal support, and subsequently using the material in various forms of speech activity and speech situations.

By mastering listening techniques, students should learn to analyze communication situations (place, time, interlocutor, contact purpose), make decisions about their speech and non-verbal behavior in order to achieve the communicative goal, taking the communication situation into account.

The organization of teaching material, techniques, and methods for teaching listening, and the system of exercises should consider the personality of the student – their needs, motivations, abilities, activity, and intellect.

In conclusion, we emphasize that for foreign language teaching at advanced stages, it is advisable to select authentic, communicatively-oriented audio texts related to the studied topic, characterized by novelty and cognitive value.

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