

## ABSTRACTS

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### THE ROLE OF VISUAL SUPPORT IN THE AUDIOTEXT STUDY PROCESS

One of the main principles in foreign language teaching is a visualization which is based on the cognitive laws, personal experience and its further development. In the process of communication the language signs are used, thus, a person transfers his outlook, i. e. images. The educational unit is considered to involve a range of

signs and images, so we need a visual stage in education to imprint the correlation between foreign words and images, as language signs do not reflect the designated objects. That is why it is necessary to realize the speech act according to the content visually while studying foreign language. It triggers student psychic activity and evokes the interest to foreign language study, converts a voluntary attention into involuntary one, extends the scale of material understanding.

Harold E. Palmer, the English teaching methods specialist, was the first to introduce the idea of the need for listening at the early stages of language teaching. Listening is directly associated with the short-term memory peculiarities, long-term memory capacity, ability to comprehend, quality of aural and logical memory. The understanding of strangers' speech is connected with the hearing aid training involving the perception of pronunciation and the individual features of a speaker as well as the voices of different power and timbre.

When we perceive the text by our ear without visual aids, this way we limit our abilities for retrospective analysis, for controlling our perception on the basis of aural memory, for finding logical connection between the facts perceived. The span of sounding is short, so the fast reaction of recognizing language signs is needed.

In the process of learning all listening methods comprise the special training mechanism. Thus we train the activity of short-term memory, long-term memory capacity, focus on the object, careful attention to the sequence of events and the components of speech, ability to predict and to transform. Due to the visual analyzer the listener can use his world sense along with the verbally perceived information.

Before listening it is reasonable to perform the preparation exercises within the particular span of time. These exercises are phonetical, lexical, grammatical ones and they are to be used simultaneously.

It is evident that the preparation exercises do not develop listening skills but form the skills for recognition and comprehension of the language phenomena, create the aural images of language signs, train the student to predict the forms of the words and save the perceived signals for their interpretation develop the ability to elicit information from the speech.

While selecting and preparing the material for listening it is necessary to consider the progressive nature of advancing levels and, if possible, to use them according to the proximity to real situations.

The process of teaching is to be formed in the way it provides the students not only with the range of language knowledge, skills and abilities, but the desire to acquire them without any support.