

читачів/глядачів по всьому світу.

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**Човніцька Х.І.**

група мСОАМ-12

Тернопільський національний педагогічний університет ім. В. Гнатюка

*Науковий керівник – канд.пед. наук., викладач Нацюк М.Б.*

#### THE DEVELOPMENT OF STUDENTS' LISTENING COMPREHENSION IN LEARNING ENGLISH

**Introduction.** The development of students' readiness for foreign language intercultural communication involves not only the ability to express their thoughts, feelings, intentions, but also the ability to understand the speech of other people. Thus, the level of formation of foreign language listening comprehension is significant for the educational activity of students. However, in the process of students' development of all necessary foreign language skills – among which reading, writing, speaking and listening are distinguished – only a small part of the study time is devoted to development of listening competence.

Hence, at the current mastering a foreign language at a high level, one of the most urgent problems that require new solutions is the need to qualitatively improve students' competence in listening. It is also worth noting that the reason for the relevance and necessity of the research of competence under study is also the problematic fact of students not being among its native speakers. Since it is one of the crucial stumbling-blocks for the further successful development of listening comprehension at the appropriate level.

Recent years were distinct with a particular attention to a mentioned problem. Works of many modern methodologists and experts in the foreign language acquisition help us to clarify these aspects. It has been studied by following foreign linguists and researchers: Michael Rost, Larry Alan Nadig, Dr Arafat Hamouda, etc. Also, in recent times, interest in peculiarities of developing students' listening competence has grown among Ukrainian scientists O. B. Bihych, Y. A. Krapchatova, N. M. Diachuk, O. B. Tarnopolskyi and others.

The **objective** is to define and substantiate the notion and development of students' listening comprehension in learning English by means of analysing works of methodologists and researchers.

When we have compared basic information concerning the notion of listening comprehension in learning English, we have found out that there is no significant difference. Each of the definitions proposed by both Ukrainian and foreign scientists complement each other. We will present how it is treated by some of them. For instance, Y. A. Krapchatova considers the listening process as an individual's ability to correctly perceive, understand and respond communicatively to the speech of native or non-native English speakers [3]. O. B. Bihych gives the following definition of auditory competence: "it is the ability to listen to authentic texts of various genres and types with different levels of understanding of the content in the conditions of direct and indirect communication" [1, p. 1]. Besides, it is also defined as a "complex receptive type of speech activity" by some researchers [2, 4, 5]. According to Michael Rost listening is "... an active and important mental ability" as well as "...the process of interpretation in which listeners match what they hear with what they already know" [6, p. 1671]. In accordance with Larry Alan Nadig these are different processes of understanding spoken language, which include knowledge of speech sounds, understanding the meaning of certain words and understanding the syntax of sentences [6]. Other foreign experts, as evidenced by the analysis of the processed sources, consider the listening process according to a similar principle [6]. Consequently, based on all of the above, we come to the conclusion that *listening comprehension in foreign language is characterized as a complex, active, receptive, interactive process as well as a type of speech activity which involves the recipient's ability and readiness to perceive and adequately understand foreign spoken speech.*

In the matter of development of students' listening comprehension in learning English, all the sources we have worked on show that it is necessary to take into account the **components of listening competence** among which **a) speech, intellectual, compensatory, educational and organizational skills** as well as **b) phonetic, lexical, grammatical skills** which are distinguished separately from the first ones, **c) declarative and procedural knowledge** and **d) communicative abilities** [1, 2, 3, 4, 5]. We would like to consider them in more detail.

According to O.B. Bihych and other researchers, *speech skills* involve predicting the content of the audio text, highlighting key information and the main points of the listened material based on the context and language assumptions, while ignoring unimportant facts as well as unknown lexical material [1, 3].

Equally important are the listeners' mastery of *intellectual skills* which comprise a combination of two types of activity in the process of auditory perception – mnemonic activity, which is memorization, and logical-semantic activity, which refers to the ability of the listener to

classify and systematize, analyse and summarize audio material. Moreover, well-developed intellectual skills in particular in the listening process, help students successfully switch from one mental operation to another, take into account the signals of oral speech (logical stress, pauses, rhetorical questions, marker words etc.) as well as establish the sequence of facts reported in the audio text [1, 4].

The students' mastery of *compensatory skills* include linguistic or contextual guesswork, as well as extra linguistic means: intonation, laughter, music, sound effects and recognition of nonverbal means of communication, for example: gestures, facial expressions, visual contact, etc., if we are talking about listening process by means of video materials [1, 5].

*Educational and organizational skills* are also an integral part of development of students' listening comprehension. The first ones, in particular, concern students' critical thinking as well as using various electronic educational tools, while for others, it means independent learning, etc. [1, 4].

Regarding *phonetic, lexical, grammatical skills*, the first relate to the perception and recognition of individual sounds/sound combinations and various intonation patterns in the speech flow. *Lexical skills*, consequently, involve distinguishing and directly understanding the sound images of lexical units and also include the skills of making an informed guess about the meaning of lexemes related to the active vocabulary of students. Accordingly, *grammatical skills* are the ability of students to recognize grammatical forms during listening process, correlating them with a certain meaning and predict further syntactic constructions [1, 4].

*Declarative knowledge* includes knowledge about the culture of the country whose language is studied as well as language knowledge about the system and structure of the language by levels. *Procedural knowledge*, in turn, refers to sociocultural knowledge of speech as well as non-verbal behaviour of speakers of a foreign language [1, 2, 4].

The last component – *communicative abilities* – concerns more live communication. It involves listeners' abilities to listen, respond accordingly and generally orient oneself in the communication situation, etc. [1, 4, 5].

**Conclusion.** The analysis revealed that we can conclude that successful development of students' listening comprehension in learning English is directly related to students having all the discussed components of listening competence, namely *speech, intellectual, compensatory, educational and organizational skills, phonetic, lexical, grammatical skills, declarative and procedural knowledge, and communicative abilities*. Therefore, under the condition that students master all the above-mentioned skills and knowledge, their development and success in listening competence will correspond to a high level.

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**Чух У.В.**

гр. мСОАМ-12

Тернопільський національний педагогічний університет ім. В. Гнатюка

*Науковий керівник – канд. філ. наук, доцент Скорейко-Свірська І.П.*

### **INTERPRETATION OF THE CONCEPT “LEXICAL-SEMANTIC FIELD” IN MODERN LINGUISTIC SCIENCE**

At present stage of linguistic research development the systematic approach is the basic one in the investigation of vocabulary: language is analysed as a system with a certain structure, where words are not studied in isolation, but in contrast to other units – through the relations and connections they form (Hertsovska N.O., Dilay I.P., Nizhehorodtseva-Kyrychenko L.A., Pimenova M.V., Stankevych V.L., Shepitko S.V., and others). The ability of one system to be decomposed into a number of other systems reveals the hierarchical nature of language, where elements of a simpler structural integrity are a part of a more complex one, forming a dialectical unity – a lexical-semantic field (LSF). The purpose of our research is to provide a generalized linguistic characterization of the concept "lexical-semantic field" in modern linguistics.

The general scientific recognition of the substantiation of the systematic nature of language at the lexical level belongs primarily to German linguists J. Trier, G. Ipsen, L. Weisgerber, W. Porzig, and others. The research works of these scientists created a theoretical prerequisite for the formation and development of the theory of the semantic field, opened new perspectives on the study of vocabulary as a system [1, p. 18.]. In modern linguistics, the LSF is defined as a set of linguistic (mainly lexical) units that are united by common content (or certain indicators) and reflect the conceptual, subject or functional similarity of the denoted phenomena [2]. Lexical-semantic units combine into LSFs according to certain principles, and their polysemy contributes to the belonging of the same unit to different fields, which in turn leads to the unification of all the words into one lexical and semantic system of the language. LSFs are not isolated associations; they are interconnected, they intersect and unite into one common lexical and semantic system of the language. The systematic nature of the lexical structure of a language is caused not only by communicative needs, but also by the coordinated nature of the objective world, which is reflected in the lexicon [2, p. 210].

It should be stated, though, that nowadays the concept of lexical field is often reconsidered under the influence of various scientific approaches to its study. Thus, in lexicology, semantics, and cognitive linguistics, the lexical field is a means for a holistic consideration of the lexical meaning of a word, the structure of the lexical composition of languages, and the conceptualization and categorization of the speaker's reality; in lexicography – it is a principle of codification of the lexical structure of a language, and in psycholinguistics –