SMART-BOARD FOR CREATING COMMUNICATIVE SITUATION WHILE LISTENING TO A FOREIGN LANGUAGE TEXT

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Abstract. *The capabilities of the SMART-Board help to create a communicative situation with the help of symbolic clarity. In the perception of speech by ear visual clarity, represented by symbols and drawings, contributes to the guess and helps to keep in mind the sequence of facts presented in the text.*
Keywords: SMART-Board, listening, foreign language text, communicative situation, sign-symbolic visibility.

The most important mechanism of orientation in a communicative situation is probabilistic forecasting. During the auditory perception of the message, the information is encoded into the internal speech. Due to the possibility of probabilistic forecasting, the understanding of the message is ahead of its completeness. This "time reserve" enables the subject to "recall" the symbol illustrating the content of the statement from long-term memory, write it down, and then correlate with another sign [1].

When listening to a foreign language text, the student generates hypotheses about the content, predicts the course of events, that is he carries out probabilistic forecasting. To carry out probabilistic forecasting, the student must possess compensatory skills, know the context to which the content of the audio text refers.

Forecasting can be linguistic, structural and semantic. To do linguistic forecasting the student must know the full range of compatibility of each word, possess lexical and grammatical skills. To carry out structural forecasting, the student must understand the words. The words should not exist in isolation in the student's memory, they must be in the system of lexico-semantic relations. Lexical-semantic relations will determine the nature of structural forecasting.

Knowledge of the situation described in the audio text determines the semantic prediction. It is noted that the better the student knows the speech situation, the easier it is for him to understand the text by ear, that is, linguistic and structural forecasting is supported by semantic forecasting. The peculiarity of the semantic perception of the audio text is its discrete character. In the process of listening there is an expansion of more important for understanding or reduction of less significant parts or pieces of text, which all together form the basis of semantic content. In the process of listening, the student establishes semantic links between these parts and forms semantic unity. Processing of semantic information in the process of its perception occurs gradually, in separate fragments. This determines discrete (step-by-step) nature of the perception of a speech message.

In the modern program of teaching foreign languages in a military school the main purpose of teaching listening is the development of cadets' ability to understand by ear foreign language speech, built on the program material. Foreign military-technical texts, as a rule, are formalized and describe specific objects and processes (military equipment, its classification and functioning). The texts are full of drawings, diagrams, tables, which can be used to understand the content.

We decided to use visibility of military-technical texts to reveal the topic of the future audited text. Coming into the theme is represented on the SMART-board as coming into the speech situation.

There are various methods of removing and overcoming difficulties to prepare the student for speech perception.

In order to create internal motivation, it is necessary to direct the attention of students to the key points that will help to program the future perception of the material. To do this, the teacher needs to carefully organize the pre-listening stage, think over the clarity and the consistency of presentation on the screen, create maximum reliance on active mental activity of the cadet.

Thus, perception must be active. It is necessary to create such conditions that the cadet quickly enters the "search activity", successfully puts forward hypotheses, memorizes the logic of the presentation.

The success of listening largely depends on what guidelines the text has, whether it has the necessary visual cues for memorization.

Speech perception by ear begins with the selection of semantic reference points. As a means of rapid integration, they improve guesswork and probabilistic forecasting.

The nature of visual cues varies depending on the situation of communication. Sounding speech (both dialogue and monologue) for the most part takes place in a specific situation of communication, which improves probabilistic forecasting, promotes the establishment of associative links.

Paralinguistic elements of speech are a great help given to the cadet. Such visual clues as schemes, tables, symbols, pictures are widely used in combined sound-visual presentation of speech messages. Symbols (pictures) are a visual hint and are used depending on the situation.

When listening to the text and its subsequent reproduction, visual clues represented by symbols and drawings is of high value. Symbols or drawings of the objects described in the audio text help to keep in mind the sequence of facts presented in the text. These visual clues are important not only for semantic understanding, but also for the subsequent transfer of the content. It contributes to the segmentation of speech, improves the accuracy and completeness of understanding, as the "bandwidth" of the auditory analyzer is many times less than the visual.

We offer to use some preparatory exercises: do various operations with symbols (pictures) on the SMART-board. The purpose of the preparatory exercises is to remove the difficulties of linguistic or psychological nature before listening to the text, this allowing the cadet to focus on the perception of the content.

The preparatory exercises can be divided into two groups:

1) exercises aimed to remove difficulties of linguistic nature;

2) exercises aimed to overcome psychological difficulties.

Exercises of the first group form the following skills:

1) isolating unfamiliar phenomena from speech messages and their classification;

2) determining the meaning of unfamiliar words (with the help of word-formative guesswork);

3) definition of contextual meaning of different lexical units.

The second group of preparatory exercises contributes to the development of:

1) predictive skills;

2) the mechanism of equivalent replacement;

3) the ability to transform (expand, collapse) information, etc.

The preparatory exercises contribute to the development of skills to correlate the audio text with the situation of communication.

In order to demonstrate how the elements of the speech situation are arranged on the screen, it is necessary to create this process in such a way that it takes place within the framework of a certain algorithm of the deployment of the situation.

When creating a speech situation, we select the symbols, connect them in the correct ratios and give each symbol the dynamics of deployment in depth. The connection of symbols on the screen is supported by associative links. The symbols integrate in a single information field which resembles a plot.

The cadet "immerses" in the plot, interacts with it. The plot is a structural model of the audited text and is used after listening as a statement algorithm. The plot serves as the basis on which the future statement will be formed. The components of the plot – symbols, pictures – become some reference points for information perception while listening, and then supporting points for information reproduction.

The plot is synthesized from sound and visual capabilities that only multimedia gives. The deployment of the plot on the screen affects the cadet with its dynamics, involves him in the interaction. The cadet becomes a participant in the unfolding story.

The plot represents a single semantic complex. The formation of such a complex on the screen is the basis for creating an internal program of the subsequent text-statement [2].

Before listening to the audio text, the cadet has the opportunity to build the language material into the plot. It replaces words with symbols, arranges them in a certain sequence. The opportunities of SMART-board allow the cadet to "go" inside the symbol and to obtain additional (specifying, illustrating) infor-

mation on the content of the object that is encoded in the symbol. The cadet himself creates a semantic field on the screen, predicts the theme of the sounding text. Semantic field can be expanded, enriched with additional information (additional symbols). During listening, the cadet removes unnecessary links from the plot, leaving only those that take place in the audited text.

The plot encoded in symbols is easy to remember. When you need you can easily extract it from the memory. Using the plot in the symbolic code the cadet is able to keep in mind the image of the whole situation described in the sounding text, and then reproduce it.

References

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ВОЗМОЖНОСТИ ИНТЕРАКТИВНОЙ ДОСКИ ДЛЯ СОЗДАНИЯ КОММУНИКАТИВНОЙ СИТУАЦИИ В ПРОЦЕССЕ АУДИРОВАНИЯ ИНОЯЗЫЧНОГО ТЕКСТА

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Аннотация. Возможности SMART-доски помогают создать коммуникативную ситуацию с помощью знаково-символьной наглядности. При восприятии речи на слух визуальная наглядность, представленная символами и рисунками, способствуют догадке и помогают удержать в памяти последовательность излагаемых в тексте фактов.

Ключевые слова: SMART-доска, аудирование, иноязычный текст, коммуникативная ситуация, знаково-символьная наглядность.