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TEACHING LISTENING AT ESP LESSONS, BLENDED LEARNING

The role of English as one of the world's international languages leads to efforts to find more effective ways to teach it as a foreign language for special purposes. When teaching English, none of the types of speech activity should be excluded from the educational process. In other words, while teaching listening, we simultaneously teach productive types of speech activity, form the cognitive activity of students and develop mental processes such as memory, thinking and, consequently, speech.

It should be noted that listening is one of the most difficult tasks for teaching a foreign language for special purposes, while being the first to comprehend and, therefore, considered to be a key language skill. A lot of scientists have studied this skill, the peculiarities of its obtaining, ways and means of improving the process.

Listening is a process involving a list of activities such as the differentiation of language sound, intonation, visual characteristics, interpretations, value, and reaction for the content of meaning.

It should be noted that in the process of teaching ESP, with the dominant of reading as the most accessible way of obtaining professionally significant information, other types of speech activity should be recognized as equally important.

Listening is defined as a receptive type of speech activity, which is the simultaneous perception and understanding of speech by ear. This is one of the most difficult types for mastering, since it is an active process, during which the hard work of all mental mechanisms takes place, the received information is perceived in the form of a sound form, its processing, recognition and understanding of the meaning.

The goal of teaching listening at a technical university is to form strategies for perceiving and understanding information by ear with the subsequent use of the information obtained in oral or written communication in a foreign language.

In other words, the student must learn to extract the information he needs not only from a printed source, but also from audio or video resources in order to use these materials in further work for analysis, systematization, comparison, selection of the main one, etc.

When teaching a foreign language for special purposes, the implementation of a blended learning system allows you to pay more attention to listening as a goal and as a learning tool in which teaching in the classroom is carried out in turn and independent work, monitored and managed through educational social networks.

The model of blended learning of foreign languages for professional purposes is a combination of classroom work together with a teacher and extracurricular independent in proportions that are optimal for the specific conditions in which the educational process takes place, the organization of listening training should provide students with the need and opportunity to use audio and video materials.

Note that when organizing listening training for professional purposes within the framework of blended learning of a foreign language, it is advisable to rely on video materials rather than audio.