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## LISTENING DIFFICULTIES FOR FIRST-YEAR STUDENTS (ТРУДНОЩІ В АУДІЮВАННІ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ПЕРШОГО РОКУ НАВЧАННЯ)

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*Однією з найважливіших навичок спілкування в реальному житті є вміння слухати. В аудіюванні труднощі виникають на першому році навчання англійської мови. Базові знання, довжина та швидкість тексту, незнайома лексика та різний акцент є основними труднощами розуміння на слух.*

*Ключові слова: вміння слухати, студент першого курсу, відповідати, незнайома лексика.*

*One of the most important skills for communicating in real life is the ability to listen. The difficulties of the first year English majors in listening abilities. Background knowledge, length and speed of the text, unfamiliar vocabulary, and different accent were the major listening comprehension difficulties.*

*Keywords: Listening skill, first year student, respond, unfamiliar vocabulary*

Listening is the most fundamental of the four language skills. Learners can be exposed to a lot of authentic input through listening, and if the input is comprehensible, it would lead to improvement of other areas of language such as pronunciation, speaking and even reading and writing. It is widely recognized today that listening is an active skill, or rather, a cluster of various sub-skills, which are both learnable and teachable. Listening is regarded as an essential element of foreign language proficiency, and plays an important role in foreign language programs. People listen for a variety of reasons, including studying, enjoyment, working, and so on. Due to the complex and intricate nature of listening comprehension in a second or foreign language, listening is said to be the most difficult of the four language skills that all language learners are expected to acquire. Listening is the most important skill for language learning because it can

be mostly used in normal daily life and develops faster than the other language skills .

Initially, listening is the ability to recognize and grasp what others are saying. This entails comprehending a speaker's accent or pronunciation, as well as grammar, vocabulary, and meaning. Listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing. It is a skill that some people require to work harder than others. People who have difficulty in concentration are often poor listeners.

There are two types of listening in real life. Depending on the purpose of listening, there is casual listening and focused listening. Casual listening is a type of listening that is done without a particular purpose in mind. When we listen, we do not pay much attention to the information unless it is something that we are interested in. As a result, we do not remember much of what we hear. This type of listening is common when we listen to music or the news on the radio or television while doing housework or speaking with a friend. Focused listening is another type of listening. That is when we listen with a specific purpose, such as learning something new. It is a common thing in real life. Here, we pay much closer attention and try to absorb as much information as possible. We, on the other hand, do not pay attention to every word. We know what we are going to listen to ahead of time, so we only take in the most crucial details from the speech or lecture.

Listening takes a half of time in communication. Moreover, that is a main factor, without listening, communication cannot operate effectively. It is the means by which people obtain a significant percentage of their education, information, understanding of the world and human affairs, ideas, sense of values, and appreciation. It is crucial that students are trained to listen effectively and critically in this day and time of mass communication, most of which is oral.

Lack of background knowledge is an obstacle during the learning process. Background knowledge as general non-linguistic knowledge about the world we live in and how things works within it including knowledge of the target culture, knowledge of current affairs, arts, politics and literature. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different culture. To conclude, the learner's background is an outstanding agent in listening comprehension. Having background knowledge is a key feature to the successful understanding of any kind of listening materials.

Learners will have an easier time understanding short listening passages and will be less tired. Moreover, there are some barriers to effective listening comprehension process. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, listeners do not have a wide vocabulary. Speakers may choose words that are unfamiliar to the listener. Fourth, listeners may lack contextual knowledge. Finally, it is not very easy for listeners to

concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

Sometimes learners make mistakes when listening text has much specialized terminology vocabulary. Specialized terminology vocabulary is some words specialized for particular areas. If learners do not have rich and plentiful vocabulary, they will be confused when listening. In reality, the speakers may use synonyms, antonyms to explain the word. Also, it is quite easy for students to recognize familiar words in listening texts. When students understand the meaning of words, it can increase their interest and motivation, as well as improve their listening comprehension. Many words have several meanings, and if they are not used correctly in their proper situations, students will become confused.

Different accent, listeners have tendency to get familiar with the accents which they mostly listen. If listeners are exposed to standard British or American, they will be faced problems in understanding other accents. All of us know that many countries speak English, such as British English, American English, Australian English, Japanese English and so on. Therefore, learners find it hard to distinguish which words the speakers are mentioning when listening to a new accent for the first time. In addition, when listeners hear an unfamiliar accent, such as Indian English for the first time after studying only American English, they will encounter essential difficulties in listening. That causes students confused in learning English listening. Too many accented speeches can lead to an important reduction in comprehension. Also 66% of listeners referred speakers' accents as one of the most important factors that impact on listening comprehension.

Vocabulary was big obstacles in learning listening because lacking vocabulary led them to misunderstanding the texts. Students typically practiced this skill by listening to English songs and watching movies with or without subtitles in English.

Background knowledge, poor vocabulary, the length of the spoken text, the rate of speech, and a strange of accents were all issues that students face when learning listening skill.

Students should spend more time on practicing and practice regularly by using other English listening materials (podcasts, Youtube channels, English stories and so on) along with their course books and focusing on the variety of native- speakers' accents and the speed of the texts. Learners need to invest more time to practice listening in English. The more they listen, the more they are familiar with English. If learners are familiar with what they hear, the way and the speed how the speakers speak in English can be followed. The next solutions are activating the students' vocabulary and background knowledge by themselves. Students should be equipped with a wide range of vocabulary and background information needed for the listening text. Furthermore, making learning listening more entertaining by watching movies with English content and subscribing the channels in English that interest learners. Furthermore, students should be exposed to a variety of hearing resources, including films, TV plays, announcements,

everyday conversation, storytelling, English music, and so on. Finally, it hoped that the results of this study will contribute to get more insight into the field of listening skill.

Based on the research results, other researchers can be able to do more in-depth research on the difficulties encountered by sophomores in listening. Hopefully, in the future, other researchers should be done widely English majored and English non-majored. From there, teachers can find out appropriate teaching methods and listening becomes more interesting to students.

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## ЗМІШАНА ФОРМА НАВЧАННЯ: ДОСВІД НІМЕЧЧИНИ

*Пономаренко Н.Г. – кандидатка педагогічних наук, старша викладачка кафедри іноземних мов МНАУ*

*В статті розглянуто типи та стратегії використання змішаного навчання в Німеччині, а також наведено стимули до поширення такого навчання.*

***Ключові слова:** вища освіта, зарубіжний досвід, змішане навчання, освіта в Німеччині, освітні стратегії.*

*The article discusses the types and strategies for using blended learning in Germany, and also provides incentives for the spread of such learning.*

***Keywords:** blended learning, foreign experience, higher education, education in Germany, educational strategies*

Змішане навчання на сьогодні позиціонується як інноваційна технологія, як тренд та як антикризовий формат освіти. Д. Петко наголошує на тому, що поєднати онлайн навчання та очне навчання виявилось корисним. Науковці (Petko, Uhlemann, Büeler) виділяють три різні рівні змішаного навчання.