

УДК 811.111

PSYCHOPHYSIOLOGICAL MECHANISMS OF LISTENING

Артюхова О.В. – кандидатка педагогічних наук, доцентка кафедри іноземних мов МНАУ

Статтю присвячено розгляду психофізіологічних механізмів аудіювання. Визначено мету аудіювання та рівні розуміння. Окреслено труднощі, які виникають під часи аудіювання та окреслено шляхи їх подолання.

The article is devoted to the consideration of psychophysiological mechanisms of listening. The goals of listening and levels of understanding are defined. The difficulties which arise during listening and outlines ways to overcome them are determined in the article.

In actual communication, listening is from 40 to account for 50% of the time. There is evidence that suggests that listening in class is 57% of teaching time. In the educational process is the main source of linguistic knowledge and an important means of speech practice in the classroom and in extracurricular time. These data highlight the need to account in the practice of teaching the main aspects of listening, the influence of conditions of this activity on the nature of perception and the methods of forming this skill. **Psychophysiological mechanisms of audition** – mechanisms of speech perception (reception) and in particular the mechanism anticipant or probable prediction of the semantic content – determines the structure of listening. Revealed that the structure of listening, as speaking, consists of three parts: motive-motivation, analytic-synthetic and the Executive. However, the role and relation of these parts specific. So, target the motivational aspect of listening is not only determined by the needs of the listener,

but is mediated by the activity of speaking the other party's communication. **The purpose of listening** there is a comprehension of heard speech messages. Analytic-synthetic aspect of the structure of listening comprehension is more extensive and complete than in speaking, and involves several stages of processing the speech signal heard. This part of activities is provided such operations internal design as the selection, comparison and the establishment internally of conceptual correspondences. She teams up with the Executive part, which determines and provides a decision on the basis of analysis and synthesis.

Speech signal as the object of sense perception is characterized by common semantic and acoustic plans. This probably explains the complexity of processing. The processes of accumulation and processing of semantic and acoustic information are constantly interacting, in some parts, they occur in parallel, some sequentially. Processing the speech signal is carried out simultaneously for all parameters, change assumptions (semantic) and their approval or denial is consistent. Speech material is grouped by meaning – is dissected, analyzed, linked and allocated in the result of semantic reference points for the understanding of perceived information. This process is implemented in combination with the mechanism of accumulation and consolidation of information. The highest form of semantic grouping is the process of encoding information in the interaction of thinking and memory.

The process of understanding perceived voice information can have both positive and negative. A positive result is the understanding of speech messages described in the response, appropriate action or altered mental status. The understanding of perceived information occurs when disclosed and established the relations of objects and phenomena of reality that are available in the audio text, that is, when the process of reflection ends with the result, adequate to the situation of communication. Misunderstanding as a negative result of the semantic perception can be expressed in the establishment of inadequate or incomplete connections and relationships, which are expressed / not expressed in the audio text (incomplete or lack of awareness).

Depth of understanding is correlated with **the levels of understanding**. Levels of understanding have an understanding on the value plan and plan make sense, or level of linguistic and understanding. The first is described as a literal and surface understanding of the values of the audio text on the basis of the linguistic facts and the values of individual linguistic units. The second level involves a deep understanding of the situational value of the audio text. Reaching this level takes place in the case of coincidence of the interpretation of linguistic values of the recipient with the original interpretation of this value by the author audio of the text.

Speech perception by ear is accompanied by **to overcome difficulties**, mainly caused by three factors: individual psychological characteristics of the listener, the conditions of perception and linguistic characteristics of the voice message. Difficulties greatly complicate the work of psychophysiological mechanisms of listening.

For focused development of psychophysiological mechanisms of listening need to know the nature of their operation. It is clear that in real communication mechanisms operate almost simultaneously. However, in methodological purposes we illustrate which parts of the process of listening provides each individual mechanism.

The process of listening begins with **speech perception**, during which the listener due to the mechanism of inner speech converts the sound (and if he's looking for a companion, and visual) imagery in articulation. How accurate is the "inner imitation" , and the future depends on understanding. But the correct sound to myself is possible only with well-formed pronunciation skills in the foreign said. Primary level listening should be developed in parallel with speaking and reading aloud, which promotes the establishment of strong relationships between articulation and auditory sensations (after all, who says, at the same time perceives the actual speech).

Inexperienced auditor foreign language it seems like a solid single stream. To comprehend all the message you want to isolate individual lexical and

grammatical units (phrases, phrase, phrase, words) and understand the meaning of each of them. This division deals *the mechanism of segmentation of the speech chain*.

One of the most important mechanisms for listening – *the mechanism of RAM* – holds in the mind of the listener perceived the words and phrases within the time, necessary for the comprehension of the phrase or the finished piece. The better-developed memory, the greater the amount of units of perception. If the information is perceived in large blocks, its processing takes less time, and the process of listening becomes successful.

A significant role in the process of listening plays *the mechanism anticipant* or *the probable prediction* which gives the opportunity for the beginning of words, phrases, sentences, whole utterances to predict its ending. Forecasting yields not only structural, formal, but also semantic side of speech. Anticipating the meaning of the utterance, the listener relies on factors such as situation of speech, context, features of one who is speaking the voice of experience, that is language and other factors.

However, the anticipation and identification can only be made on the basis of *mechanism of long-term memory*, thanks to which there is a mapping of speech signals from those stereotypes, which are stored in our minds. Depending on whether our long-term memory certain speech samples, the speech information is perceived as familiar or unfamiliar. Unlike other speech mechanisms long-term memory is not special training, and previous speech experience of the listener.

Novel role listening plays *the mechanism of reflection*, which performs the equivalent changes by transformation of verbal information in a shaped. He performs a compression of the phrases of individual fragments or the whole of the text by avoiding the details and leaving only the "clusters" make sense, frees up memory to receive new pieces of information.

Література:

1. Harmer J. The Practice of English Language Teaching / J. Harmer. – London: Longman, 2014. – 78 p.
2. Nunan D. Designing tasks for the communicative classroom / D. Nunan. – Cambridge: Cambridge University Press, 2011. – 123 p.
3. Stern H. H. Fundamental concepts of language teaching / H. H. Stern. – Oxford: Oxford University Press, 2011. – 98 p.6. Raymond Murphy English Grammar in Use - Cambridge University Press 1994 – 350 p.
4. Santiago Remacha Esteras Infotech English for computer users. Student's book - New York: Cambridge Univ. Press, 2006.-160 p.
5. <http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive>
6. <http://www.cambridge.org/elt/infotech>