

LINGUO-DIDACTIC ASPECTS OF ORAL SPEECH PERCEPTION

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Nowadays it is generally accepted that language appeared primarily as a phenomenon of sound. All course of historical development, distribution of various languages in the world, their improvement and influence on each other also testify that the sound side, as well as all other aspects of language, is exposed to changes during various historical periods of existence. Ontological essence (or the nature of the language phenomena) hasn't already discredited. There are works, which testify that the written form of language isn't enough reliable and adequate reflection of what really exists in the speech.

Thus, recognition of a priority of a written form doesn't dominate in linguistics any more. Neither the spelling, nor different types of the existing phonetic transcriptions can't reflect all richness of sound values and shades of thought, which arise at the moment, when people talk.

However, one can't underestimate the role of these systems. Sometimes the communicative essence of the statement can be brightened completely only from its sound side. For example, as soon as we hear statements with incorrect intonation, we react negatively at once. There can appear unnecessary pause, some intonation splashes, where neutral sounding is necessary, etc. On the other hand, a correct, beautiful speech causes respect and positive reaction of the listeners.

It was mentioned to emphasize that all questions of a sound, phonetic composition of the speech and its adequate interpretation are very difficult and not studied fully. The linguistics takes only the first steps in the field of the description and systematization of phonologic systems. Different scientists say that real language communication is much fuller and more varied, it is difficult to order and systematize it.

In this regard there is a question, how the various sound phenomena can be given in the course of training and are presented appropriately in textbooks and manuals. It is important to know, what it is necessary to pay attention to when studying and teaching a foreign language.

It is known that a language can be presented in the form of four interconnected skills, two passive and two active ones. The first two are understanding of written language and understanding of oral speech. These two skills are considered passive because a student perceives information only, but generates nothing. The second two skills are active, speaking and writing.

There is an opinion that development of active skills demands more efforts. The phrase is known: "I understand the speech in a foreign language, but I don't speak". Nevertheless, passive skills in particular understanding of oral speech represent big complexity even for those who know the language very well. It is connected that "the coherent speech" lives under the laws, which can't almost be reduced in one system.

For this reason the divergence of graphical representation of speech and its real sounding is often observed. It can be shown by the following examples. So, trying to use a phonologic transcription, the Russian students often diligent utter all three elements of sounds /au ə/ – power, flower. Actually it already actually turned in an extended /a:/type /fla:/ (flower) in a real performance of speech. One more complexity is presented by a combination of sounds/s/and / to j/, as, for example, in the word issue. This combination gives fricative /ʃ/ therefore we hear not ['isju:], but ['iʃju:] in a fluent informal conversation. Besides the pronunciation of words can be transformed beyond recognition (for example, the conjunction and can sound as m in a set phrase of bread and butter).

The Importance of studying of the sound side of a language in the field of its perception is caused not only by an objective divergence between written and oral forms of the speech, but also a wide range of variability in English. There are situations, when inhabitants of various regions of the British Isles have difficulties in perception of the speech of so-called primordial native speakers are frequent.

The above features of oral speech say that its adequate perception, the understanding of speech aurally represents a very serious problem. Even teachers of English can deal with misunderstanding of an oral speech in difficult situations.

Thus, one of the problems, which complicates fast and unambiguous perception of sound signals, is the considerable divergence between written and oral forms of speech, and also lack of special techniques for training in perception of oral speech in all its variety.

The problem also becomes complicated due to the division of the language into a number of more or less strictly defined functional styles at the moment. Unfortunately, so far there is no research, which could define limits of this or that functional style and establish accurately, what units are characteristic for it. Such strict division in principle is also impossible, because a language is an alive system in which constantly there are new traditional phonologic oppositions. Such a system is difficult to be described.

Due to the above the issues of phoneticians have to be directed on the allocation of the most important phenomena of the coherent speech defining degree of its perception aurally and creation of the corresponding techniques for teaching English in all completeness of a variation of its sound form.

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LES TRAVAUX PRATIQUES DANS LE PROGRAMME DE LA FORMATION DES INGENIEURS A L'INSTITUT DE GENIE ENERGETIQUE

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Les travaux pratiques se réalisent en laboratoire. Ils constituent plus de 50% des cours dans l'université filière selon une spécialité ou bien des un cursus techniques. Les travaux pratique sont une partie spéciale du cours de la matière technique, qui se déroule en laboratoire spécialement équipée. La session dure au moins deux heures.

L'étudiant a le choix entre travailler seul, en binômes ou en groupe. Les binômes sont une des formes populaires pour ce type de travail: les étudiants font des devoirs pas deux. Il y a certaines *règles* à respecter.

Premièrement, c'est *la discipline d'études*: les enseignants de la filière rédigent les consignes conformément à chaque discipline; les binômes ont leurs places désignées suivant leur session; on signe le document les obligeant à suivre les normes de sécurité. Durant leurs travaux, les étudiants se familiarisent avec les appareils et les exigences de travaux de recherches.

Deuxièmement, c'est *la responsabilité éducative*. Les étudiants doivent avoir préparé leurs travaux avant de venir à la session – ils doivent faire connaissance avec le thème de la session, apprendre l'aspect théorique nécessaire donc savoir les informations importantes et comprendre la problématique.

Un professeur assistant à la session et des manuels techniques leur sont une aide indispensable pour terminer les travaux à temps. Les ensei-