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## PSYCHOLINGUISTIC ASPECTS OF THE DEVELOPMENT OF HIGH SCHOOL STUDENTS' FOREIGN LANGUAGE LISTENING SKILLS

*The article presents an analysis of the psycholinguistic features of the development of foreign language listening competence of high school students. The connection between the sphere of interests of high school students and the success of foreign language skills development is characterized. The essence and course of the perception process, which is the initial stage of familiarizing the recipient with information, is analyzed. The characteristics of the process of perception during the period of adolescence, which coincides with the period of studying in senior classes, are presented, and the conditions for successful perception of the material are analyzed. The role of the recipient's motivation and emotional state in the perception process and their direct influence on its results are substantiated. The connection of perception with the processes of thinking, will, feelings of the recipient and speech is indicated. It is emphasized that successful listening can be carried out only under conditions when these processes are interrelated. The classification of types of perception and their features are provided.*

*The article analyzes the role of memory in achieving success in listening to foreign language texts. The proper level of processes of memorizing, storing and reproducing information, along with favorable conditions and an appropriate emotional state, allow to successfully listen to foreign language material. The main types of memory involved in the listening process and the influence of their proper development on the success of the listening process are characterized. The role of emotional memory is emphasized and the factors that contribute to remembering information are presented.*

*The process of understanding and its role in the successful development of foreign language listening skills are characterized. The role of anticipation in the proper understanding of the text perceived through listening and filling in gaps in information that occurred due to loss of attention or lack of vocabulary is emphasized.*

*The main characteristics of the text which contribute to the proper concentration of attention, the achievement of understanding of the text perceived through listening, and the successful development of foreign language listening skills of high school students have been determined.*

**Key words:** *listening skills, psycholinguistic features of listening, perception, memory, thinking, attention, anticipation, high school students.*

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## ПСИХОЛІНГВІСТИЧНІ АСПЕКТИ ФОРМУВАННЯ ІНШОМОВНОЇ АУДИТИВНОЇ КОМПЕТЕНТНОСТІ СТАРШОКЛАСНИКІВ

*У статті подано аналіз психолінгвістичних особливостей формування іношомовної аудитивної компетентності учнів старших класів. Охарактеризовано зв'язок сфери інтересів старшокласників та успішність формування іношомовних умінь. Аналізується суть та перебіг процесу сприйняття, яке є початковим етапом ознайомлення реципієнта з інформацією. Подано характеристики процесу сприйняття у юнацькому віці, який співпадає з періодом навчання у старших класах та проаналізовано умови для успішного сприйняття матеріалу. Обґрунтовано роль мотивації та емоційного стану реципієнта у процесі сприйняття та їх безпосередній вплив на його результати. Зазначено зв'язок сприйняття з процесами мислення, волі, почуттями реципієнта та мовленням, наголошено на тому, що успішне аудіювання може бути здійсненим лише у взаємозв'язку цих процесів. Подано класифікацію типів сприйняття та їх характеристики.*

*У статті аналізується роль пам'яті у досягненні успіху в аудіюванні іношомовних текстів. Належний рівень процесів запам'ятовування, зберігання та відтворення інформації, разом із сприятливими умовами та належним емоційним станом дозволяють успішно здійснювати аудіювання іношомовного матеріалу. Охарактеризовано*

*основні види пам'яті, які беруть участь у процесі аудіювання та вплив належної їх сформованості на успішність процесу аудіювання. Підкреслено роль емоційної пам'яті та подано фактори, які сприяють запам'ятовуванню інформації.*

*Охарактеризовано процес розуміння та його роль в успішному формуванні іншомовних аудитивних умінь. Підкреслено роль антиципації у належному розумінні тексту, сприйнятого на слух та заповненні прогалів у інформації, які трапилися через втрату концентрації уваги, або незнання лексики.*

*Визначено основні характеристики тексту, що сприяють належній концентрації уваги, досягненню розуміння тексту, сприйнятого на слух та успішному формуванню іншомовної аудитивної компетентності старшокласників.*

**Ключові слова:** аудитивні вміння, психолінгвістичні особливості аудіювання, сприйняття, пам'ять, мислення, увага, прогнозування, старшокласники.

**Formulation of the problem.** The development of listening skills is an important element of the formation of students' foreign language communication skills. Unfortunately, today schools do not pay enough attention to the development of students' listening skills due to the lack of time in the lesson. In addition, the role of psychophysiological characteristics of students in achieving success in the process of development of foreign language listening competence is underestimated. Accordingly, a more detailed understanding of the course of the listening process, favourable conditions for the development of students' listening skills, and the importance of the psychological atmosphere in class as well as the favourable emotional state of students will contribute to a more effective organization of foreign language teaching at school, and in particular, the development of students' foreign language listening skills.

**Analysis of research.** A significant amount of research on the methodology of teaching foreign languages, psychology, psycholinguistics, and linguistics testifies that the issue of the development of foreign language listening competence is considered to be of prior importance. The problem of the peculiarities of the development of foreign language auditory competence was studied by O. Bihych, R. I. Vikovych, O. Holotsuk, M. Zabolotna, I. Zadorozhna, V. Maznychenko, O. Martynenko, N. Protsenko, N. Styrnik, N. Protsenko, O. Tarnopolsky, S. Brown, C. Goh (2002), J. Murphy (1985), P. W. Peterson (1991), L. Vandegrift (1999) and other researchers.

The structure and psycholinguistic features of listening as an essential element in the process of development of communicative competence were studied by M. Bobak, M. Vorobyova, L. Kulish and S. Nikolaieva.

**The aim** of the article is to analyze the main psychophysiological features of the listening process and determine the factors and conditions that will contribute to the successful development of foreign language listening skills of high school students.

**Main layout.** The basis for devising an effective methodology for the development of English language

listening skills is the study of the psychophysiological nature of the process of listening to a foreign text, which is closely related to the psychophysiological properties of the recipient's personality. Thus, the success of learning a foreign language, and therefore the development of listening skills, depends on the age of the recipient, their readiness to perceive information, language skills and interest in the information that will be offered for listening and the peculiarities of the development of students' mental processes, all of which are the basis for the listening process.

The period of studying in the senior classes at school coincides with the beginning of the period of youth, when the leading properties of the nervous system are developed. Nervous functions improve during adolescence under the influence of learning and teaching processes (Скрипченко ред., 2007: 201–202).

The period of youth is particularly favorable for the development of listening abilities and skills, since the process of the development of students' voluntary attention is completed at this age. Perception at this age becomes selective and purposeful (Дячук, 2021: 39). As a result, students are capable of demonstrating a high level of listening skills, as more accurate memorization of facts takes place.

Interest in learning during adolescence is not so much related to the personality of the teacher, since subjects that are related to the future profession of students gain more weight, which can serve as an active motivating factor. In senior classes, interests become more stable and connected with independent adult life as well as psychological readiness for self-determination is formed (Скрипченко ред., 2007: 203, 206).

Perception in high school period reaches a higher level of development, which allows students to purposefully observe objects and phenomena, as well as their own actions. That is why at this stage it is important to pay sufficient attention to the development of listening skills. The improvement of memory (Скрипченко ред., 2007: 212) makes it possible to retain larger volumes of information, which makes it possible to increase the duration of audio materi-

als offered to students for listening. Both involuntary and arbitrary memorization of educational material improves, and the process of memory specialization takes place, which is closely related to the sphere of students' interests and their professional orientation (Скрипченко ред., 2007: 212).

During the period of youth, logical and arbitrary memory dominate and reach their maximum level. Memory for abstract material increases, which makes it possible to offer students listening texts on a wider variety of subjects. In addition, considering their psychophysiological development, high school students already know how to separate the important from the secondary in the information they hear, use a critical approach to understanding the content of what they hear, can establish connections between new knowledge and the experience they already have, know how to logically group the content heard, which makes the period of youth favorable for improving listening skills.

The period of youth is also favorable for the development of imagination. It not only encourages active activity, but also becomes an important factor in self-regulation. Owing to the development of imagination, students can master complex material (Сергєєнкова та ін., 2012: 226). However, the latter should correspond to the students skills and abilities and their age, so as not to create the impression of overwhelming and excessive complexity of listening. The development of theoretical thinking allows students to make generalizations, derive patterns based on specific facts.

Successful assimilation of concepts occurs where high school students reflect on these concepts, compare different objects distinguishing their essential features. If new lexical material is introduced in texts for listening, then after listening to a text, students should do exercises involving discussion of what they have heard and practice using new words when expressing their own opinion regarding the information presented in the audio text.

In addition to imagination and thinking, the process of the improvement of attention span takes place during adolescence period. High school students can concentrate for longer periods of time on tasks, are less likely to be distracted, and are able to switch attention whenever they need it (Сергєєнкова та ін., 2012: 227). Therefore, the duration of texts for listening in foreign language classes may increase.

An important element of youth is the individual style of intellectual activity, which is a stable system of acquiring information, as well as its accumulation, processing and use (Сергєєнкова та ін., 2012: 228). By understanding the course of the listening process,

the recipient will be able to more accurately choose the elements that will be included in his individual style of intellectual activity.

The listening process is based on a number of psychophysiological mechanisms. The listening process begins with the *perception* of a spoken message. First, the listener tries to understand the general idea of the statement, gradually moving on to understanding more specific information. (Тарнопольський, 2006: 125).

It is worth noting that perception, as well as the course of the listening process in general, largely depends on the listener's emotional state and motivation. Thus, the lack of motivation can cause the listener to lose a significant amount of information in the process of perceiving the message. Strong emotional states, such as anger, irritation, excitement, negatively impact the effectiveness of the listening process, as the listener can misunderstand the meaning of the message, trying to figure out what he or she expects to hear, and not what is actually there (Тарнопольський, 2006: 125).

Perception is a creative process, because while perceiving information, the listener replaces it with visual images. This helps them retain the part of the text they have heard. When the listener reproduces the information heard, the reverse process takes place – decoding visual images into a verbal form (Заболотна, 2014: 51-52).

Perception is closely related to and interacts with other mental processes – thinking, will, feelings, and speech. Thus, thinking helps to understand the object of perception, the will allows you to organize the process of arbitrary perception, with the help of feelings a person expresses their own attitude to the object of perception, and speech is a verbal expression of a person's attitude and a verbal reaction to the process of perception (Сергєєнкова та ін., 2012: 59).

According to the participation of the will in the process of perception, the following types of perception are distinguished:

1) according to the criterion of the leading analyzer:

- visual;
- auditory;
- tactile;
- olfactory;
- taste perception;

2) according to the active participation:

- involuntary;
- arbitrary;

3) according to the criterion of the form of existence of matter:

- movement perception;

- perception of time;
- perception of space (Сергєєнкова та ін., 2012: 60).

In the process of listening, a combination of several types of perception can occur, for example, auditory perception can be combined with tactile or visual perception and perception of movement. This often takes place in the process of face-to-face communication and facilitates the understanding of information and a more adequate understanding of the interlocutor.

Involuntary perception is a reaction to the features of surrounding objects – sound, shape, unusualness, brightness, etc. (Сергєєнкова та ін., 2012: 60). In the process of listening, perception will be more effective if the audio message is distinguished by an interesting context, sufficient volume and has an interesting design (music, emotional content, etc.).

Volitional efforts play an important role in arbitrary perception. A person purposefully chooses the object of perception, or sets himself or herself the goal of perceiving, understanding and remembering information. So, arbitrary perception plays an important role in learning and in the development of foreign language listening skills in particular.

The process of foreign language listening is determined by the individual qualities of listeners, their knowledge and previous experience. The inclinations, interests and feelings of the recipient affect the success of their understanding of the information received through listening. Therefore, in the educational process, importance is given to continuity and phasing, where each subsequent stage is based on the previous one, namely on the acquired knowledge, abilities and skills, educational experience. The organization of work in the lesson which is based on previously acquired knowledge ensures the adequacy of remembering and understanding new material, strengthens the effect of motivational factors, and forms a positive attitude towards language learning.

The appropriate compositional construction of the text offered for listening and knowledge of genre features contribute to the readiness to listen, proper concentration of attention and activation of the recipient's emotional sphere. Understanding the topic of the text, its character and genre directs the listener's perception effectively, which makes it possible to predict what exactly they can hear based on the previous experience of perceiving texts of the same genre or type. In psychology, it is emphasized that headings play an important role in the perception of a text, as they reflect the main idea of the message and owing to them, it is possible to predict from 20% to 80% of the information. However, if the text does not have heading, a clear and correct instruction to the text becomes especially important (Дячук, 2021: 46–47).

The process of listening cannot take place without memory. Three types of *memory* are involved in the listening process, including short-term, immediate, and long-term memory. Memory includes the processes of remembering, storing and reproducing information (Скрипченко, 2002: 152). The memory mechanism occupies an important place in the listening process, because owing to it the listener can keep parts of the text in their mind for further integration and to obtain a coherent and adequate meaning of the text. The memory mechanism works as follows. The information perceived goes to the short-term memory, where it is stored for 1–2 seconds. Students whose listening skills and abilities are at the sufficient level can already at this stage understand a fragment of the message heard. After that, the information is encoded by the listener and is stored in operational memory (Тарнопольський, 2006: 126).

The most involved type of speech activity in the listening process is operational memory, since the listener does not always have the opportunity to ask questions or listen to the information again. Since the processes of signal processing, decoding and encoding are slow, the listener does not have time to decode the incoming information before the next portion of information arrives. New information displaces previously heard information from short-term memory before the listener processes it. As a result, unclear fragments of the message are replaced by new unclear fragments, which does not allow the recipient to receive a complete, integrated message, and hinders the understanding of the received information. That is why the listener has an incomplete idea of the message expressed by the speaker, which leads to a fragmented understanding, when individual phrases or words are understandable, but not a complete message (Тарнопольський, 2006: 126).

So, without the proper functioning of the operational memory mechanism, the process of perception will be impossible. By increasing the capacity of operational memory, one can increase the efficiency of the perception process, and therefore the listening process. This is done by consolidating the material, that is, combining it into groups. At the same time, reducing the amount of memorized material is not done by rejecting a certain part of it, but by correlating new information with what is already in long-term memory and finding common features or elements (Дячук, 2021: 49–50).

Depending on the material to be remembered, the following types of memory are distinguished: visual (divided into visual, auditory, tactile, olfactory, etc.), verbal-logical, emotional, and motor (Максименко, 2005: 208). In the process of listening, visual (audi-

tory, in particular), verbal-logical and emotional are most often involved.

Visual memory is a type of memory that is responsible for memorizing ideas, images of objects, phenomena and their properties, as well as connections between them (Максименко ред., 2004: 301). A sufficient volume of auditory memory is important for the effective development of listening competence.

Emotional memory is remembering and reproducing one's own feelings and emotions (Варій, 2009: 322). Events which evoke emotions and information that causes positive emotions are remembered for a long time. This is important to consider when choosing material for listening in classes. Interesting texts that evoke positive emotions contribute to the rapid and more effective development of listening competence. At the same time, the feeling of joy at achieving success in performing a task provides a sustainable motivation to learn the language. The success of arbitrary memorization depends on the following factors (Сергєєнкова та ін., 2012: 75):

1) the listener's physical and emotional state (being in a good mood, a person tends to remember more material, while negative emotional states and bad health significantly reduce memorization performance);

2) age (the ability to remember is not the same in different age periods, which is important to take into account in the process of teaching listening. Thus, a decline in memorization performance is observed in the period of adolescence, when students study in high school. The use of interesting, informative texts that meet the interests of students, will help improve the effectiveness of memorizing the material);

3) features of the material (it should be significant, compelling, organized in the correct logical sequence, have the appropriate volume) (Сергєєнкова та ін., 2012: 75).

The relationship between the processes of perception, understanding and memory is traced in the sequence of information processing operations. At first, speech is perceived by the recipient in the form of an acoustic signal that enters the brain and is processed at the sensory level. Next, short-term memory is activated. Here, information is analyzed and transformed into semantic components, which are later combined into sentences. The latter are stored in long-term memory (Peterson 1991, pp. 106–121). The speed of perception and understanding of the message depends on the volume of long-term memory, which is determined by the age and individual characteristics of the recipient (Павліченко, 2015: 118).

The processes of thinking and memorization are closely related to the process of understanding. Without the latter, it is impossible to achieve success in mastering the process of foreign language communication (Заболотна, 2014: 56).

*Understanding* is not a mere reproduction of material read or heard. It is characterized by the following criteria: depth, completeness, adequacy, reasonableness and clarity (Резнік, 2010: 117). In terms of educational material, understanding consists in realizing the essence of what is being studied, the main features of a phenomenon or structure, and the ability to correctly use the material in the process of communication. Without understanding, the processes of listening and communication will be impossible.

Furthermore, the process of listening is impossible without the development of *anticipation*, which allows the listener to predict the end of a word, phrase, sentence or text fragment by their beginning. Anticipation occurs at the verbal and semantic levels (Заболотна, 2014: 53). As noted by S. Nikolaieva (Ніколаєва та ін., 2002: 121), in the process of anticipation, the listener relies on such linguistic and non-linguistic factors as the speech situation, the speaker's personality or other features, as well as on his or her own communication experience.

The mechanism of anticipation prediction relies on long-term memory, because when listening to speech signals, the recipient matches and compares them with stereotypes that are in their mind. The mechanism of anticipation cannot be formed by performing special exercises, since it is formed only on the basis of the previous experience of the recipient (Ніколаєва та ін., 2002: 121). Nevertheless, learning expressions and collocations of words contributes to the development of anticipation and facilitates the perception of foreign speech through listening.

In addition, anticipation is important for the listening process, because by knowing the general content of the utterance, the recipient can recover losses or gaps in information that occur due to distractions. Such anticipation is called retrospective. Anticipation also helps to relieve the psychological tension that arises during the perception of information through listening. However, prediction does not always give the right result.

Finally, an integral element of successful listening is attention. An essential characteristic of attention is its selectivity (Сергєєнкова та ін., 2012: 106). Thus, listening to a fragment of the text, the listener is able to focus on the content of the text without being distracted by noise or other external stimuli.

Attention is drawn to such properties of objects as:

1) a strong stimulus against a background of weak ones (the use of music at the beginning of listening tasks allows you to attract the listener's attention and helps them better focus on the text to be communicated);

2) by changing the strength or intensity of the stimulus (rising and falling intonation, alternating louder and quieter speech allows you to maintain focus on the material being communicated);

3) novelty;

4) use of objects capable of evoking certain emotions (pleasant music);

5) interest (use of interesting texts for listening (Дуткевич, 2016: 176).

Clear task performance frameworks, control of performance results can help focus attention. The inclusion of practical actions in the process of mental activity (while listening to the text, the listener is asked to fill in the missing information or write down the answers to questions) will also facilitate the conscious focus of attention during foreign language classes.

**Conclusions.** Therefore, the process of listening has a multi-level structure, since its success requires the involvement of several psychophysiological mechanisms. At the stage of perception, the recipient receives a sound signal, which is subsequently decoded and interpreted based on the recipient's previous experience, knowledge, ability to maintain voluntary attention and ability to predict information in accordance with the context or situation.

The functioning of the psychophysiological mechanisms of listening depends not only on the psychological and physiological characteristics of the listener (age, gender, etc.), but also on their emotional state and readiness to perceive information. Taking into account these features, as well as understanding the linguistic and didactic features of the process of the development of listening competence as well as the essence and structure of the English language competence in listening will help the teacher to organize the learning and teaching processes in the most appropriate way and successfully develop students' English listening skills at a high level.

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