

основні компоненти професійної компетентності учителів китайської каліграфії; науково-методичного забезпечення підготовки майбутніх вчителів китайської каліграфії з урахуванням основних видів компетенцій; розробки та впровадження нових методів і форм навчання та виховання з метою формування конкурентоспроможного вчителя китайської каліграфії; вивчення світового педагогічного досвіду, адаптації кращих прикладів формування педагогічної компетентності; освоєння та ефективного застосування нових інтерактивних педагогічних технологій, впровадження нових засобів оцінки результатів навчання та нових форм контролю; використання засобів масової інформації з метою висвітлення найкращого педагогічного досвіду вчителів китайської каліграфії; використання творчого потенціалу вчителів-практиків китайської каліграфії та науковців з питань удосконалення освітнього процесу під час підготовки майбутніх вчителів китайської каліграфії.

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TEACHING LISTENING SKILLS IN A FOREIGN LANGUAGE LESSON

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Currently, “speech activity in foreign languages” is an urgent problem of Language Teaching. Speaking in any language - native or foreign-is a process of

communication. Communication can be oral or written. In the process of communication, a person creates speech - such types of speech activity are called productive or receptive activity.

Accordingly, there are four main types of speech activity. They are: listening, speaking, reading and writing. Productive speech activity is writing and speaking, and receptive speech activity is reading and listening. Each of them can be considered as a professional communication skill. "Speech", "language" and "speech action". How do they communicate with each other? Thus, in special psychological and linguistic literature, the word "speech" is often used to refer to the object of the process of "listening" or any other word that is used synonymously: "understand", "perceive", "audience", "listen".

In England, three people traveled by train. As they approached Wembley station, one of the Travelers asked, "Is It Wembley?", "No", the second passenger replied, "Today is Thursday". After that, the third person said: "Oh, Me too; let's drink!".

Analyzing the conversation, we can say that listening is one of the most important and at the same time independent skills of speech activity. E. N. Solovova notes specific communication situations in which we are faced with listening as a completely independent type of speech activity. This happens when we listen:

- various ads,
- radio and television,
- different instructions,
- lectures,
- stories of interlocutors,
- performance of actors,
- the interlocutor in a telephone conversation, etc.

In Kazakhstan, the term "listening" has been used since 1964. Since that time, the active development of problems related to learning to listen began. Such close attention of researchers to the listening process can be explained by the fact that in

the methodology of teaching a foreign language, the teaching of auditory perception of speech was and remains a priority direction. Well, in Russia, for the first time this term was used by Associate Professor of Moscow State Pedagogical University M. Toreza . He defined the basic principles of listening:

- 1.Strive for continuous understanding of Sound speech.
- 2.Gradually equalize the pace of speech in a foreign language with the pace of speech in a native language.
- 3.Use different texts when listening instead of repeating the same thing several times.

Z. A. Kochkina defined listening as “the process of perception and understanding of audible speech”. A more detailed definition of the term “listening” was proposed in the work of G. V. Rogovoy and I. N. Vereshchagina - as an understanding of what is perceived by hearing through speech, which is perception, thinking, mnemonic activity. D. M. Schirinberg, in contrast to the above researchers, draws attention to the dependence of listening on the linguopragmatic experience of the recipient.

K. Ronald and H. Roskelli defined listening as an active process consisting of such components as forecasting, hypothesizing, testing, correcting, generalizing. It has proven that these components are also inherent in reading and writing. According to the researchers, listening is a two-way process consisting of the following stages:

1. acceptance.
2. coding.
3. understand.

From the point of view of the theory of speech activity, listening is the process of perception and understanding of speech. Psycholinguist I. A. Zimnyaya identified the following characteristics of listening as a type of speech activity:

- listening carries out verbal and direct communication, which is a reactive and receptive type of speech activity in the process of communication;
- the main type of listening is internal, uneven.

Listening is closely related to other speech activity skills. For example, the development of speech skills cannot be carried out without listening skills. Speaking and listening are two interrelated aspects of oral speech. Comparative characteristics of speech and listening allow us to expand the general psychological parameters. Both types of speech are characterized by the presence of complex mental activity, which is based on the mechanism of internal speech and prediction. The main difference between these two processes is that their last syllables are the formation of speech for speech and the perception of speech for listening. At the beginning of learning a foreign language, phonemic hearing in the native language is formed, and the formation of phonetic hearing in a foreign language depends both on the articulation properties of sounds in a foreign language and on the sound system of the native language. Therefore, long passive listening, which is not supported by external speech experience, can lead to distortion of auditory images and prevent the appearance of acoustic-articulatory signs. “To learn to understand speech, it is necessary to speak, and how your speech is perceived, evaluate your understanding. Understanding is formed in the process of speech, and speech is formed in the process of understanding” [3]. “Listening” is not only the perception of the message, but also the preparation of a response to what is heard in the inner speech. Listening prepares speech, speech helps to form the auditory perception of speech”.

In general, there are two main methods of teaching foreign languages: direct and indirect. An indirect method is teaching a foreign language that students want to learn using their native language. The direct method is also known as the natural approach. This method was developed in the 1950s as a response to the grammatical translation method and has been widely used since then. This is a kind of immersion method, which means that you are learning a language only by listening and talking to the language you are trying to learn. In addition, it is believed that during the lesson, students repeat the path of mastering the unconscious and imitated native language.

So, the direct method is to teach the language without the use of dictionaries and grammatical structures.

1. Auditory understanding of the text can be ensured when the teacher uses the material learned by the students. However, this does not completely eliminate the difficulties of listening, students need experience in listening and understanding in order to be able to overcome three types of difficulties: phonetic, lexical and grammatical.

2. Difficulties due to the conditions of the hearing. These include extraneous noise, interference, poor acoustics, for example, typical for railway stations, where sometimes it is impossible to understand the essence of notifications even in your native language. If the source of speech is visible, then the percentage of auditory comprehension of speech will be much higher than its visual absence. Facial expressions, gestures, lip movements and simple eye contact contribute to a better understanding of speech. If the teacher does not use cassettes in the classroom, even if the teacher is a native speaker and fluent speaker, his students are unlikely to be ready to understand oral speech outside the classroom. However, even if the source of speech is visible, listeners may face objective difficulties.

3. Difficulties associated with the individual characteristics of the source of speech. In this case, it is very important that students can listen to the voices of men and women in a foreign language. Therefore, in all modern audio materials, texts are read by both men and women.

4. Linguistic difficulties in the process of listening. It is the level of linguistic difficulties that considers the last group of typological difficulties in listening, which includes difficulties related to the linguistic features of the perceived material. Such difficulties include the use of many unfamiliar vocabulary, idiomatic expressions, colloquial formulas, special terms and abbreviations. In specific situations of communication, this is not always the case, but if the excess of unfamiliar vocabulary is too high and this interferes with understanding the general meaning of the statement, there is no need to talk about any compensatory skills. This is especially

true of speech formulas, clichés, idioms. The meaning of these expressions is not always determined by the meaning of the words included in them.

In the learning process, it is necessary to pay attention to the development of all these types of listening. Students should learn to independently choose the strategy of perception of the text, depending on the communicative intention/communicative task and the characteristics of the audio text. Also, in the structure of skills and abilities that ensure the mastery of various types of listening, along with specific skills and abilities, there are skills common to all types (for example, probabilistic forecasting, the ability to distinguish basic information from secondary, etc.).

It is important to note that mastering listening is one of the most difficult tasks in learning a foreign language. This requires purposeful, systematic work and a lot of experience in auditory comprehension. Only the constant inclusion of listening tasks in the educational process can give real results.

When working with audio materials, students develop the ability to work on several speech skills at the same time. Thus, listening is an independent type of speech activity, during which the intensive work of all mental processes takes place, and it is necessary to purposefully train this type of speech activity, taking into account its specificity and complexity of mechanisms.

THE ROLE OF PARENTS AND TEACHERS IN INCLUSIVE EDUCATION

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Annotation. This study discusses the vital role of parents and teachers in inclusive education, the impact of parents on inclusive development of students and