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## **THE FRAMEWORK OF TEACHING LISTENING TO STUDENTS OF NON-LINGUISTIC SPECIALITIES**

Pursuant to the existing challenge of improving the competitiveness of a graduate student, the ESP course should be in line with the professionally oriented subjects. In contemporary life a student who wants to be academically successful and apply English in further professional activity has to master all aspects of the discourse competence (listening, speaking, reading and writing) to rely on in his or her professional activity, public and social life.

**The aim** of the article is to explore the theoretical background of the methods of teaching professionally oriented listening and the strategies of developing listening competence of students of non-linguistic faculties.

**The object** of the researching is the process of developing professionally oriented listening skills. **The subject** of the study is the methodology of teaching professionally oriented listening to students majoring in political sciences, based on the correction, development and improvement of psychological mechanisms with the help of purposeful strategies, the system of special exercises that account for the peculiarities of future professional activity.

Teaching listening is a fundamental aspect of the ELT methodology, because the perception of foreign language is a difficult process that demands the student's full concentration and the teacher's phased preparation, which calls for thorough methodological organization of teaching listening and correct planning of the process,

so that the level of listening skills corresponds to the demands of the modern information society.

It is worth reminding, that listening is a receptive kind of speech activity which includes simultaneous perception and understanding of language. Listening occupies 60 percent of the teaching process, so the need in special and purposeful learning of listening as the independent kind of speech activity is obvious.

Let us consider the psychological mechanism of listening and difficulties of students of non-linguistic faculties. The main challenges are the inability to quickly and adequately analyze the information which the student has heard, insufficient development of phonemic hearing and main semantic perception of the English language, the inability to overcome obstacles during listening. Thus, the ESP course tutor of the non-linguistic faculty should develop student-specific tasks for the teaching listening. Further we are going to study the ways of adjusting the teaching techniques of listening to the needs of students of political science.

The listening competence includes the skills of independent planning of the process and choosing strategies of listening to the text, monitoring the perception of the information, evaluating the effectiveness of the strategies which can help to achieve the goal of listening. The effectiveness of developing listening competence is influenced by such factors as motivation, attitude to education, intellectual level, skills, personal characteristics, age, and linguistic peculiarities of the native language of the students.

To activate the formation of student's foreign language listening competence, the primary task of the teacher is to organize the listening process as a conscious process. Students should aim at creating their own metacognitive, cognitive, social and emotional strategies for listening material.

Teaching professionally oriented listening to students of non-linguistic faculties is held with due consideration of the specific inner structure of this kind of speech activity, and future professional activity, in our case in the sphere of political science.

The strategy of developing listening competence is determined as a logical sequence of teacher's and students' actions aimed at forming their listening competence. Such strategies are classified by American teachers as a way of perceiving and processing information, distinguishing the top-down and the bottom-up strategies.

The top-down strategies are listener-focused. The listener receives background knowledge on the relevant topic, situation or context, finds out the type and peculiarities of the text for listening. The top-down strategies are aimed at developing abilities to define the main idea of the message, to predict a possible variant of the actions, make a conclusion, summarize the material that student has heard.

The bottom-up strategies are text-centered. The listener pays attention to the context of the message. It means that they try to interpret the meaning of sounds combination, words and grammatical structures. The bottom-up strategies are aimed at developing abilities of detail perception and recognizing cognitive elements.

For proper teaching of professionally oriented listening the teacher should know the peculiarities of professional texts, the inner textual connections, completeness, explicitness and logical order; the presence of logical connections between elements in the text (adjectives, modal verbs, clichés, introductory turns); the presence of passive speech constructions; predominance of two-component sentences etc.).

The right strategy of teaching listening should be based on actual spheres of speaking and typical situations of the future professional communication. According to the chosen strategy of teaching listening there is a certain set of listening exercises, such as introductory, while-listening and controlling. In conclusion, developing listening competence is a conscious entertaining process for every participant. The aim of the listening is mastering the effective strategies of listening to information. The perspectives of further scientific researches depict the most effective ways for students to cope with obstacles during listening audio- and video materials.

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