

**J. L. Kravchenko**

Zhytomyr Ivan Franko State University

Research Supervisor: I. V. Samoylyukevych,

Candidate of Pedagogical Sciences, Professor

Language Tutor: O. S. Mikhailova, Candidate of

Pedagogical Sciences, Associate Professor

**Using visualization techniques in the process of teaching listening  
comprehension to young learners**

Listening is one of the four skills to be developed in the English language classroom. It is not a passive process, it's hard work that involves hearing, memory, logical thinking, etc. The problem of teaching listening comprehension attracted the attention of a number of researchers (O. B. Bigych, S. V. Gaponova, L. S. Panova, S. V. Tezikova, etc.). Yet, teachers look for new ways of the optimization of the process of teaching listening comprehension, for instance, enriching it through the senses. Using various means of visual support - ranging from traditional pictures to imagery - is particularly conducive to listening and learning in a foreign language, because it stimulates creativity, imagination, provides higher levels of information processing and understanding, helps to keep content of what has been heard in long-term memory. [1, p. 20]. Among the most effective visualization techniques for the young learners' language classroom can we highlight the following: the association of words with non-verbal and verbal imagery, inner speech (internal imaging), the full mental reaction (Total Mental Response), and mental "painting" [3, p. 9].

The association of words with non-verbal images involves the use of drawings, movements, sounds and key text words for listening. For associating words with verbal images teachers can use recordings of words in which each letter is underlined. The next step is the removal of the letters so that there is only a dotted line, which reminds the students about specific letters. Internal pronunciation of words occurs when students are prompted to hear a particular word in inner speech, then recite it in a whisper and, finally, say it aloud. This technique enables learners to process what is heard by internal hearing and to create a stable auditory image of words [2, p. 136].

Total Mental Response involves movement and provides students time to process content heard through mental images. Pupils listen to the text which describes the various steps, and mime them in the process of listening. Mental "drawing" takes place through questioning the students about what in the text is not mentioned, but the responses associated with those mental images that students created during listening [3, c. 10].

The sample activity presented below aims at learners' independent use of the acquired knowledge on the topic "Summer Holidays".

**Instruction:** Pair up and mime the actions in the pictures. Use them for a video greeting card and send it to your friends, greeting them on the occasion of summer holidays.

**Visual Support:** individual cards to the topic "Summer Holidays".



**Procedure:** The teacher suggests that the learners perform the actions in the pictures, make a video postcard using the mobile phones and send it to their friends.

**Visualisation Technique:** Total Mental Response.

**Way of control:** control on the part of the teacher and peer control.

Thus, at any stage of teaching listening comprehension activities that employ visualization techniques perform educational and developing functions, as this increases the cognitive motivation of junior schoolchildren, contributes to the dissemination of verbal and social behavior patterns of other nations.

## LITERATURE

1. Бігич О. Б. Методика формування іншомовної компетентності в аудіюванні [Текст] / О. Б. Бігич // Іноземні мови. – 2012. – № 2. – С. 19- 30.

2. Методика навчання іноземних мов у загальноосвітніх навчальних закладах : підручник / Л.С. Панова, І.Ф. Андрійко, С.В. Тезікова [та ін.]. – К. : Академія, 2010. – С. 129-140.

3. Arnold J., Puchta H. and Rinvoluceri, M. 2007. Imagine that! HELBILING languages. – 191p.



