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Linguistic foundations of listening comprehension

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Abstract
This article discusses the need to develop new, effective and flexible programs for teaching listening comprehension, which is relevant in modern society due to increased international cooperation, about reliable and effective teaching methods, taking into account the linguistic basis of speech activity and listening comprehension as one of its main components.

Key words: listening comprehension, linguistic basis of speech activity, communicative competence, phonetic phenomena, linguistic foundations.

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Introduction

Listening involves both bottom-up and top-down perceptual processes includes and use of non-linguistic and linguistic knowledge requires. A holistic approach to describing the process of speech perception is speech refers to revealing the characteristics of the signal, which is being perceived allows to identify speech units as a whole unit. Listen to understand teaching should be based on specific complex laws of speech activity, it should be consistent and systematic, but the main one used in teaching a foreign language the principle is still the principle of "self-learning ability of the perceptual system". (Ventsov, Kasevich, 1994; Lopatina et al., 2015; Gutman et al., 2014) [26]. A systematic approach to this problem is listening comprehension and perception specific features of linguistic strategies of a given language can be based on the characteristics. The process of perception is hidden from direct observation and listening four languages is the least accurate of skills (Novik & Podgórecki, 2015) [15]. And so, we do this only by modeling the processes of speech perception in a foreign language our learning and the perception of them in your native language and by native speakers we can compare with the mechanisms. St. Petersburg linguistic school has put forward a model of speech perception in which speech perception is important based on the perception of linguistic features. The need to develop new, effective and flexible programs for teaching listening comprehension is urgent in modern society due to the increasing international cooperation. Taking into account the linguistic basis of speech activity and listening comprehension as one of its main components, it is possible to propose reliable and effective teaching methods. Many linguists believe that the main condition for improving the existing methods of teaching a foreign language is to know the objective laws of the language acquisition process (Chugaeva, 2007[15]; Leontyev, 1965[12]; Krause, 2002 [11]; Rumyantseva, 2000, etc.) [17]; LV Shcherba was one of the first Russian scientists who considered language teaching methods as a branch of applied linguistics. In his opinion, when teaching a certain activity, the teacher should not only be able to perform this activity, but also know its general laws and mechanisms. In his opinion, speech activity is linguist only a person who knows the basics can be effective in teaching a language (Shcherba, 1974) [18]. But in the training of foreign language teachers, first of all, attention is paid to their ability to speak this language well, to know its rules, although teaching their theoretical knowledge about the laws of speech processes is not satisfactory (Zalevskaya, 1996) [27].

Linguistic foundations of teaching listening comprehension. Sometimes it can be considered as an independent type of communicative understanding, which allows you to self-monitor your speech and understand whether your intentions in speech acts are understood as a self-motivated activity that reflects the needs of the person and the nature of his activity, for example, while watching. listening to a movie or radio program (Martynova, 2012 [14]; Yachina, 2015 [21]; Grigoryeva et al., 2015 [7]; Yusupova, Podgorecki & Markova, 2015 [22]; Asaphova & Golovanova, 2015 [2]; Chiknaverova, 2015) [4].

One of the most important goals of teaching listening comprehension is to develop the main components of foreign language communicative competence, such as speech competence, linguistic competence, socio-cultural competence, speech competence, educational and cognitive competence, and adaptive competence. In the process of learning a second language, a person forms a new cognitive base, which is updated in the process of language acquisition. Three mechanisms are distinguished: the native language mechanism of perception, the authentic mechanism of perception in a foreign language and the formative mechanism of perception in a foreign (second) language. The latter is heavily influenced by the native language mechanism, but tries to approximate itself to real language (Shtern, 1992) [19]. The stages of development and specific features of the base of foreign language perception can be described with the help of experimental studies.

The problem of teaching listening comprehension can also be considered in the terms of the base model of language perception described by ZN Japaridze (1985) [8].

The cognitive base is a system of hierarchical models of speech units and correlation rules stored in a person's memory. ZN Japaridze described only models of phonetic phenomena (speech sounds, syllables, rhythmic structures, etc.), but experiments (Abramov, 2004 [1]; Krause, 2002 [11]; Shtern, 1992; Chugaeva, 2007) show that listeners can use unit models. Oher language levels imply a more

complex structure of the cognitive base.(Stern, 1972; Stern, 1992; Chugaeva, 2007) [5]. Language features are understood as factors affecting speech perception. Language phenomena at different language levels described: sounds, words, sentences and texts have quantitative and qualitative properties. A set of important linguistic features can be determined in experiments and underlies the types of perception of linguistic units. Cognitive types are groups of linguistic units (for example, words or sentences) that are united by a set of important linguistic features.

It is known that speech units are organized in a hierarchical order according to the frequency of use in speech in speech mechanisms. The frequency feature turns out to be necessary for the perception of all linguistic units. Obviously, spoken language uses more high-frequency words of the language, for example, Stahr (2009) found that vocabulary size and depth of vocabulary knowledge were significantly related to listening comprehension. Therefore, another way to describe the perceptual models of language units is to use the information obtained by means of linguostatistical analysis (content analysis) of important linguistic features of language units. It provides information about the frequency characteristics of language units based on the linguistic sense of native [20].

It should be noted that there are several works that describe language interference in the field of listening comprehension and formation of L2 cognitive base, try to reveal the typical errors of foreign language learners or linguistic features that are mainly affected by interference. Thus, the statistical descriptive model of speech perception (Zinder, 1972; Stern, 1992) considers the basic unit of perception to be the basic unit of perception. At the same time, it allows to model the mechanisms of perception of speech units at any linguistic level (sound, syllable, word, sentence, text). The process of speech perception is understood as a graded process [30].

In the process of speech perception, the listener uses and integrates different levels of information. Chugaeva understands the cognitive base as a hierarchical statistically distributed system of multidimensional matrices of language units combined with many cross-cognitive linguistic features, including models of word and sentence perception (Chugaeva, 2009). The model describes the formal (surface) features of a linguistic unit necessary for verbal perception of this unit, the combination of which ensures the perception of a particular linguistic unit as an integrated unit. According to VB Kasevich, there are three main levels of speech perception: psychoacoustic (perception of the physical properties of the speech signal), linguistic (phonetic, lexical, syntactic and semantic representation of the speech signal) and cognitive (creating an information hypothesis). speech sound structure) [6].

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