

Students with a low level (8 people – 19%) formed ecological culture do not know about the essential aspects of the animal and plant world, they show a desire to take care of animals and the environment, but the cognitive attitude towards plants is not developed.

Students with an average level (22 people – 53 %) of the formed ecological culture have mastered the regular connections of objects, phenomena, the generalization of knowledge about the features of the natural world is manifested. He is not always able to analyze the consequences of inadequate influences on the entire environment, while showing desire, care and respect.

Students with a high level (10 people – 22 %) of the formation of ecological culture have diverse knowledge about plants and animals of different communities. These students show desire, care, respect for the flora and fauna, understanding their value. They significantly motivate their attitude towards nature, show a steady interest in the world around them.

The data obtained demonstrated that children develop conviction of the need to protect nature, a desire to increase natural resources. Children are able to resist negative manifestations in nature; they can consciously regulate their actions in nature.

**Conclusion.** Thus, the prevailing average level of environmental knowledge of the respondents makes it possible to further develop a comprehensive program for the formation of environmental culture in an educational institution. We believe that this work will be more expedient in organizing interaction on environmental education in the «child-family-educational institution» system.

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## **KEY DIFFICULTIES CAUSED BY A SPECIAL LINGUISTIC FORM OF COMMUNICATION WHILE LISTENING COMPREHENSION OF ENGLISH SONGS**

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Nowadays, in the era of globalization and the broadening of international relations between countries, learning foreign languages as a means of communication is an increasingly important factor. This environment determines *the relevance* of the research. The effectiveness of learning this subject will largely depend on the degree to which the learning process is

brought closer to the conditions of controlled language acquisition in a natural language situation. Herefrom several *objectives* take place: to consider certain didactic features of listening comprehension based on authentic English songs, which include information depth, expressiveness, wealth of visual techniques and emotional effect on students.

**Material and methods.** We used such research methods as literature study and its critical analysis (works of N. D. Galskova [1], I. A. Zimnya [2]). The observation of the teaching process at Vitebsk gymnasium №2 and its scientific interpretation served as research material.

**Findings and their discussion.** In general, the process of listening comprehension is complicated and demanding well-developed skills. Thus, the use of authentic English songs to develop such skills has a number of difficulties due to their special linguistic form of communication. There are two reasons that the difficulties arise: a) as listening comprehension contain new, unknown linguistic elements; b) because learned information can not be properly perceived due to its difficulties.

However, such problems can be solved by training and revising, through special tasks, which form the skill of comprehension of unknown elements in the text. Let's consider possible formulation of these tasks: "Listen to the following phrase or a sequence of phrases containing new words, try to guess the meaning of these words by word elements / context / native language analogy"; "Listen to a phrase (group of phrases, small texts) and try to understand its basic meaning despite the presence of new words in it".

There is another group of difficulties connected to the language. It says that when studying new, unfamiliar words, grammatical phenomena or speech patterns, as a rule, students pay much attention to the difficulties of reproducing this information instead of finishing the process of solving recognition problems. It leads to low level of recognition, e. i. The new material and elements are unstudied. Practical teaching we have conducted shows that students make more mistakes in reception than in reproduction.

In order to provide correct recognition of linguistic elements, first of all, a teacher ought to highlight those difficulties that may arise while particular listening comprehension, as well as, to accomplish special tasks helping recognize these elements and phenomena in phrases and small texts.

Another huge difficulty closely related to the language form is the length of sentences in the texts. It is known that the amount of short-term memory where a phrase is stored is not large enough to remember the whole sentences. If the length of a sentence exceeds the amount of short-term memory, the listener forgets the beginning of the phrase and therefore cannot synthesize its meaning. Experimental studies have shown that the maximum number of words in a phrase that a good auditor can hear is 13 [3, p. 42]. As well, it is proved that students who have not mastered a foreign language yet, namely the English language, have much less ability to keep words and phrases in mind, therefore

the maximum of their memorizing ability is limited to 5-6 words. Consequently, at the beginning of the training, the length of a phrase should not exceed this number of words, but the number of words in a phrase should be increased during training, so that by the end of the training it will reach 9 or even 10 words.

It should also be noted that not only the length of a phrase affects its retention in memory, but also its structure. Simple sentences are easier to remember, while complex sentences are harder to remember. Among complex sentences, attributive clauses are the ones with the worst memory retention, so at the beginning of training, students should mainly use short simple sentences, then enter compound sentences and compound sentences with clauses of different types.

**Conclusion.** Thereby in order to overcome language difficulties in the process of listening to authentic English songs, it is necessary to perform preparatory exercises aimed at developing 1) language prognostic skills based on the context, analogy with the native language, conversion, word analysis; 2) students' memory and attention; 3) phonemic and intonation hearing. A special group of exercises should be made up of tasks aimed at the development of semantic prediction based on such pillars as title, photograph, tables, keywords, dates.

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## EFFECTS OF PARALANGUAGE IN COMMUNICATION

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Non-verbal communication plays a huge role in our life, being an integral part of almost any human activity. However, should they be given special attention in the learning process, in particular, when learning foreign languages? This issue becomes relevant when teaching listening comprehension: although, as you know, most information is transmitted using verbal means, in real life, communicating with another person, we inevitably pay attention to his non-verbal signals. Therefore, in scientific terms, it is important to clarify the role of various non-verbal means in oral communication, which will optimize the learning process, allowing students to acquire knowledge and improve skills that take into account the authentic features of oral communication of native speakers.