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[1]Aminova L.A., [2]Saurbayev R.Zh., [3]Zhetpisbay A.K.[*]

[1]Innovative -Type Secondary School named after A. Baitursunuly, Pavlodar, Kazakhstan,
[2]Toraighyrov University, Pavlodar, Kazakhstan,
[3]Pavlodar Pedagogical University named after Alkey Marghulan, Pavlodar, Kazakhstan
***Corresponding-author:** a_kanzhygaly@mail.ru

E-mail: Lazzat19942208@mail.ru, rishat_1062@mail.ru

THE SPECIFICS OF LISTENING AS A COMPONENT OF PROFESSIONAL ACTIVITY

Annotation. The article delves into the significance of listening as an integral aspect of professional practice. The authors contend that the training of prospective instructors of foreign languages and those who impart knowledge through the medium of a foreign language should encompass the development of pedagogical listening skills as part of their oral assessment repertoire. They highlight that the competencies required for oral evaluation by foreign language educators may diverge from those necessities for educators in other fields. Further investigation is warranted to delve into strategies for fostering these skills among learners in pedagogical institutions and through intensive courses designed for non-philological teachers.

Keywords: pedagogical listening, professional activity, perception, teaching, listening skills.

Introduction

In the process of pedagogical communication, there are two types of listening that should be distinguished: 1) listening as an independent type of student speech activity; and 2) listening as a component of the teacher's professional activity, including as part of oral control.

N.N. Gavrilenko suggested that listening in professional activities acquires new qualities through the development of appropriate skills. Based on this idea, this article proposes the following hypothesis: listening as part of oral control has specific features compared to listening as an independent speech activity. In order to test this hypothesis, these two types of listening will be compared [1].

There is a significant body of work on listening as a speech activity. It is advisable to draw on this information when describing the characteristics of listening.

I.A. Zimnya [2-4], when considering the structure of listening as a type of speech activity, identifies three parts: 1) incentive-motivational, 2) analytical-synthetic, and 3) executive. These parts will be discussed in relation to two types of listening.

The incentive-motivational aspect of the hearing. Listening as a type of speech activity aims to "reveal semantic connections and comprehend the auditory message produced by the speaker" [5, p.179]. In pedagogical communication with students, listening serves to receive information from the teacher. During oral control, teachers do not set this goal for themselves, as students present material that has been communicated to them during lectures, practical or laboratory sessions, or from textbooks, and is already familiar to the teacher. Instead, the

purpose of hearing in such situations is to assess the students' level of knowledge of this material, which is reflected in their assessment of students' knowledge and skills. At the same time, the motivation for listening to a teacher in the learning process is to carry out professional activities, such as assessing students' progress, identifying strengths and weaknesses, and finally, evaluating one's own professional performance, that is, success or failure in teaching. In contrast, natural listening is motivated by the listener's desire for specific information, and in this case, intellectual and cognitive motives, interests, and other factors play a significant role.

Therefore, the motivational aspects of listening as a form of communication and as a component of classroom control differ greatly.

Regarding the analytical and synthetic aspects of listening,

Listening as a type of speech activity is mainly determined by semantic perception. Listening in oral control differs from ordinary semantic perception because it is a comparative process, which involves comparing the received message with a standard stored in the teacher's memory.

Semantic perception is directly linked to comprehension. Comprehension is the positive outcome of the comprehension process, while misunderstanding is its negative outcome. Therefore, misunderstanding is less likely to occur during listening in control, as the teacher already knows what the student is expected to say.

The result of listening can be expressed at different levels of understanding: fragmented, global, detailed, and critical. A fragmented understanding indicates a lack of development in listening as a form of speech activity. A global understanding involves defining the main topic that expresses the overall content of the message. Detailed understanding includes not only understanding the meanings of individual words and phrases but also understanding the specific details of the content. Understanding the overall message, including the subtext, purpose, and motivations, corresponds to critical understanding.

Only critical understanding allows the teacher to evaluate students' responses. Thus, the ability to understand spoken information during oral exams correlates with the level of critical understanding and requires the highest level of listening skills.

If the product of ordinary listening is one or more judgments and conclusions, they may or may not be realized. However, the product of listening as a component of oral communication is a conscious judgment and conclusion that determines how well a student has learned the material.

Literature review

In the methodological literature, listening is understood as one of the types of speech activity, specifically a receptive one, that needs to be taught as well as a means of forming foreign language communication [3, 4, 6]. In reference literature, particularly in linguistic dictionaries, listening is defined in both a broad and narrow sense. The most common interpretation of listening can be attributed to M. R. Lvov's definition, which describes it as the perception and understanding of speech through the ear and a receptive type of speech activity [7],

Listening, like any other cognitive process, has two aspects - sensory and logical. These aspects are qualitatively different, but they work in an inseparable unity. The mechanisms of listening relate to both aspects of this process. E.N. Solovova considers speech perception, internal pronunciation, memory, comprehension, anticipation, and comparison-recognition to be mechanisms of listening [8]. Let us briefly consider these mechanisms.

The mechanisms of speech perception are complex and can be improved through training. According to A.R. Luria, people who do not speak a foreign language not only have difficulty understanding it, but they also have difficulty hearing it. The success of listening depends on the "operational unit of perception," which is the size of the blocks of sound that are processed by the brain. The larger these blocks are, the better the information will be processed. At the beginning of learning, speech is perceived in parts, such as words, and then as an indecomposable whole, such as phrases. Special training is needed to achieve the desired level of perception [9].

Internal pronunciation is necessary for analysis, comprehension, and memorization of speech. The depth of internal pronunciation depends on the complexity of the content and the proficiency level of the student in the foreign language. The conditions of perception also play a role in determining the depth of internal processing.

Memory mechanisms. We can discuss operational and long-term memory. Regarding RAM, it is worth noting that we associate what we hear now with what we have just heard, i.e., we associate the end of a phrase with its beginning. Therefore, the better our memory is developed, the more valuable the perception unit becomes. Long-term memory, on the other hand, is a storehouse of benchmarks. Unlike other speech mechanisms, long-term memory is not formed through special exercises, but rather through all previous experience.

The comprehension mechanisms allow us to identify semantic landmarks for understanding the text, through which we establish semantic connections - "the main and the secondary".

Here, we also consider it important to identify the different levels of understanding a text can have: from individual words, to a sentence, and the entire utterance. We can discuss understanding the content (factual information), as well as understanding the meaning. We can also talk about deep and surface-level understanding, accuracy, and completeness of comprehension. The completeness of comprehension depends on the accuracy of perception.

The mechanisms of anticipation operate at the level of both linguistic form and content. The accuracy of the forecast depends on linguistic and, sometimes, life experience, an understanding of the situation, and context. This is a sort of "pre-tuning" of the speech organs that contributes to the activation of certain patterns in the brain's cortex. Even before the perception begins, as soon as a listening attitude appears, the articulatory organs show minimal activity. As a result, certain patterns become activated in the listener's mind, making it possible to anticipate what will be heard. Therefore, it is essential to pay close attention to the wording of the message.

The understanding of a text depends on its semantic organization. A well-structured text should make the main idea stand out, with details surrounding it. If the main idea is at the beginning, it will be understood 100%; if it's at the end, 70%; and if it's in the middle, only 40% will be understood.

The matching and recognition mechanisms work continuously because incoming signals are constantly compared with the standards that are stored in our long-term memory. This comparison is closely linked to a person's past experiences, feelings, and emotions. A listener's experience includes traces of auditory and speech motor sensations, which form the basis for auditory perception and comprehension of speech.

If an auditory trace is sufficiently active, then when a similar message is perceived, it "comes to life" and meaningful recognition occurs. This recognition during comparison is based on invariant features, rather than a complete match between what is heard and what is

stored in memory. These invariant features are derived from the variability of material perceived in the past.

It should be noted that modern linguists believe that a unit of perception can be at any linguistic level, from a single syllable to an entire text [9]. R. K. Potapova argues that units at various linguistic levels can serve as an operational unit of perception [10], while V. B. Kasevich challenges the existence of a single unit that would always function as a universal operational unit [11]. He notes that people have a flexible perception strategy, and depending on the context - the familiarity of the topic, the communication situation, the interlocutor, and so on - they use different units for decision-making [11].

From a different perspective, IA Gonchar approaches the question of the existence of a universal unit of perception of information by ear. He suggests that an audeme should be defined as "a meaningful segment of authentic-sounding speech, isolated from the teaching text and equal to a communicative fragment or including it as part of a complete utterance, assigned by students in the process of specially organized educational activities" [12].

Accordingly, an *audeme* is both discrete and continuous. It is discrete in the sense that it is isolated as a relatively complete whole in terms of content, but it is also continuous because it belongs to a larger, continuous entity that extends over time - the spoken text. Furthermore, it is semantically connected to this larger entity.

Listening, therefore, is a unique form of speech activity with its own set of mechanisms. Understanding these mechanisms allows us to grasp the essence of listening and, consequently, organize the learning process more effectively in order to achieve desired outcomes.

Recent studies in the field of listening comprehension have expanded the understanding of this type of speech activity by integrating cognitive, psycholinguistic, and technological perspectives. For instance, Larry Vandergrift and Christine C. M. Goh emphasize the metacognitive nature of listening, highlighting the importance of learners' awareness of listening processes and strategies. According to their model, successful listening involves planning, monitoring, and evaluating one's comprehension, which significantly improves learning outcomes [13].

In more recent research, the role of cognitive load in listening comprehension has been widely discussed. John Sweller's Cognitive Load Theory has been applied to second language listening, suggesting that excessive information or complex input can overload working memory and hinder comprehension. Studies published in journals indexed in Scopus indicate that reducing extraneous load and structuring input enhances learners' ability to process spoken language efficiently [14].

Another important direction in contemporary research is the integration of bottom-up and top-down processing in listening. John Field argues that effective listening instruction should balance phonetic decoding (bottom-up processes) with the use of background knowledge and context (top-down processes). This integrated approach allows learners to compensate for gaps in linguistic knowledge and improves overall comprehension [15].

Technological advancements have also significantly influenced listening pedagogy. Digital tools, multimedia input, and adaptive learning platforms have been shown to enhance listening skills. Recent studies [16], [17] demonstrate that video-based listening and interactive tasks improve learners' engagement and comprehension by providing visual support and contextual cues.

Furthermore, current research highlights the importance of authentic materials in developing listening competence. Norbert Schmitt notes that exposure to authentic speech,

including various accents and speech rates, helps learners develop more flexible perception mechanisms and better prepares them for real-life communication [18], [19].

Finally, recent neurocognitive studies confirm earlier ideas proposed by Alexander Romanovich Luria regarding the role of perception units and brain processing. Modern neuroimaging research shows that speech perception involves dynamic neural networks that adapt depending on language proficiency and task demands, supporting the idea of flexible and multi-level processing units [20].

Methodology

In the course of our research, we utilized the following methodologies: a deductive approach to language acquisition, which entails moving from general principles to particular instances. This methodology structures the learning process of a foreign language, with the instructor playing a pivotal role at the outset in assisting students to construct a foundation of expertise and abilities in the linguistic domain.

Conversely, the inductive technique entails acquiring a language through deductions, moving from specific facts to more generalizations. Learners acquire knowledge and regulations by analyzing the occurrences they encounter during the process of learning a foreign tongue.

Results and discussion

Listening is an active type of speech that is mainly determined by semantic perception. This perception is not planned, meaning that the content of the listening process is set from the outside. Semantic perception plays a crucial role in controlling students' knowledge and skills. It is largely planned and controlled by the teacher through the questions and problems he poses. The teacher expects students to provide pre-determined answers, so the content of the message is not determined by the speaker but by the teacher.

If semantic perception is unstructured and not controlled, the teacher has a predetermined standard of the student's response. As a result, listening can become structured. The process of listening is controlled by consciousness, which compares the information received with the teacher's standard.

The analytical and synthetic parts include the executive part, which is expressed through decision-making. The results of listening, as a type of speech activity and a component of oral control, partially coincide.

First, the result of listening can be internal or external. Understanding is the internal result of listening as a speech activity and a component of oral control. Misunderstanding is also an internal result, but it occurs when the listener fails to understand the message.

Second, the external result of listening manifests itself in another activity of the person: answering or the teacher's assessment of the information heard during monitoring. However, it is possible to have an internal result only as a component of oral control; the external result is always a continuation of the internal one.

In this regard, it is necessary to define the "boundaries" of control. Two points of view have emerged when defining these boundaries. According to the first point of view, control begins with the beginning of the teacher's receptive actions and ends with the end of their receptive speech. This represents the upper and lower limits of control, respectively.

Based on this definition, control is purely auditory or visual perception, which is of a comparative nature. The actions of the person being controlled are compared to a standard, making control a combination of perception and comparison. B.G. Sladkevich agrees with this point of view. He argues that control of students' knowledge and skills is only possible if there

is no pedagogical influence, correction, or regulation involved. As can be seen, these concepts are essentially the same.

According to the second point of view, control includes not only auditory or visual perception but also a mandatory component: the teacher's analysis and interpretation of the results obtained. This may serve as a signal for adjusting individual techniques or restructuring previously used methods if necessary [21, p. 74].

These points of view seem to correspond to the definition of control in the narrow and broad senses accepted in Soviet pedagogy. Control in a narrow sense, according to M.D. Kasyanenko, does not involve developing recommendations for future use or correcting the educational process [22]. In contrast, control in a broader sense involves studying a particular segment of the educational process, comparing results with planned or normative outcomes, and developing recommendations for improvement and correction.

The above indicates that control, in both a narrow and a broad sense, largely overlap.

Firstly, when implementing control in either a narrow or a broad sense, speaking may be the initial stage. However, it is optional, and it can occur before listening during oral control (asking questions) or not at all during written control.

Secondly, both types of control necessarily involve the receptive actions of the teacher, as well as comparing the result with an imagined or real-life standard. The difference lies in whether the teacher's final stage is speaking. When exercising control in a narrow sense, listening results in only an internal assessment of students' responses. In contrast, control in a broad sense includes speaking as the final step: commenting, correcting, and externally evaluating students' responses.

Listening can be active or passive, depending on the context of verbal communication. I. A. Zimnya identifies three types of verbal communication situations that determine the type of listening. In the first situation, listening is driven by the need to understand a speech message and express an opinion, meaning there is productive reflection on the message. In the second situation, listening is limited by the desire to understand the message, and as a result, the level of activity of the listener decreases and their output is not expressed externally, meaning they do not express their thoughts verbally. The third situation corresponds to passive listening, where the goal is not a detailed understanding of the speech, but rather just grasping the main idea.

It appears that the first two situations described are relevant to teacher-student communication in the educational setting.

In this scenario, the unique aspect of the first situation in pedagogical communication is that the presentation of one's own opinion takes the form of analyzing what has been heard, pointing out mistakes made by the student, and evaluating the content of their response. Thus, in addition to listening, the teacher also engages in speaking, which manifests itself in an external assessment of students' answers, corresponding to control in a broader sense.

In the second situation, during pedagogical communication, monitoring involves only an internal evaluation of students' responses that does not receive any external expression. Here, control functions in its narrower sense. Regarding the third situation, which involves "passive listening", where students only understand the main content of the lecture, we believe that this approach contradicts the purpose of listening as a learning tool, as it does not allow for a complete and thorough understanding of student responses, and therefore, an accurate assessment of their learning.

A brief comparison of listening as a type of speech activity and listening as a component of a teacher's professional activity within the framework of oral control indicates that there

are significant differences at all stages of this process. These differences are reflected in the specific motives of the activity, the different nature of the analytical and synthesis phases, and the features of the performance phase.

This confirms the hypothesis that listening as a component of oral control has specific characteristics compared to listening as an independent type of speech activity. It will allow us to expand N.N. Gavrilenko's idea of new listening skills that are included in the professional activities of translators and teachers.

One cannot but agree with the opinion of L.I. Shaverneva, who, considering the pedagogical practice of students, believes that the objectivity/bias of a student's actions in controlling an oral speech message is largely due to the level of formation/lack of formation of their skills to listen to the oral speech of other students. This conclusion, made in relation to university students, is also valid for specialists working abroad as teachers of various disciplines who do not have sufficient listening skills in pedagogical communication due to a lack of special training. Therefore, it is necessary to provide special training for students of pedagogical institutes and teachers of higher education institutions in foreign language monitoring of students' knowledge and skills.

The listening learning system proposed by N.V. Elukhina consists of three levels that can serve as the basis for a pedagogical system of teaching listening (listening that serves the function of control).

The Scheme of Stages of Teaching Pedagogical Listening

<table>
<tr><th colspan="3">The system of teaching pedagogical listening</th></tr>
<tr><td rowspan="4">Levels</td><td colspan="2">IV pedagogical foreign language communication (oral control function)</td></tr>
<tr><td>III oral communication in a foreign language (listener function)</td><td rowspan="3">listening as a type of speech activity</td></tr>
<tr><td>II basic listening skills</td></tr>
<tr><td>I perceptual listening base</td></tr>
</table>

The diagram illustrates the four stages of the pedagogical listening process. It is important to note that all stages are interconnected, and each subsequent stage is achieved only after the skills from the previous stage have been developed. If the first stage is "elementary", then the fourth stage is the most challenging, as it requires not only the general skills from the first three stages, but also skills related to monitoring student knowledge. Therefore, mastering pedagogical listening skills is only possible through listening as a form of speech activity. This diagram clearly demonstrates the progression of pedagogical listening development.

Conclusion

In conclusion, it is important to note that the training of future foreign language teachers, as well as teachers of other subjects that are taught in a foreign language, should include training in pedagogical listening, which can be a component of oral assessment. At the same time, the skills related to the implementation of oral assessment by foreign language teachers may differ from those of teachers of other disciplines. Further research is needed to explore the methods of developing skills for assessing oral speech among students of pedagogical universities and intensive courses (for non-philological teachers).

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Аминова Л.А., Саурбаев Р.Ж., Жетпісбай Ә.Қ.

ТЫҢДАЛЫМНЫҢ КӘСІБИ ҚЫЗМЕТТІҢ ҚҰРАМДАС БӨЛІГІ РЕТІНДЕГІ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Аталмыш мақалада тыңдалымның кәсіби қызметтің ажырамас бөлігі ретіндегі маңызы жан-жақты қарастырылады. Мақала авторлары шет тілдерін оқытатын болашақ мұғалімдерді, сондай-ақ шет тілінде сабақ беретін мамандарды даярлау үдерісі педагогикалық

тыңдалым дағдыларын олардың ауызша бағалау қызметінің құрамдас бөлігі ретінде жүйелі және мақсатты түрде дамытуды қамтуы тиіс деп есептейді. Сонымен қатар, шет тілі мұғалімдерінің ауызша бағалау құзыреттері басқа пән мұғалімдеріне қойылатын талаптардан айтарлықтай ерекшеленуі мүмкін екені баса аталып өтіледі. Сондай-ақ педагогикалық жоғары оқу орындарында білім алушыларда және тілдік емес мамандық оқытушыларына арналған қарқынды, практикалық бағытталған курстарда бұл дағдыларды қалыптастыру стратегияларын одан әрі зерттеу, зерделеу, тиімді әдістерді енгізу және инновациялық технологияларды пайдалану қажеттілігі атап көрсетіледі.

Кілт сөздер: педагогикалық тыңдалым, кәсіби қызмет, қабылдау, оқыту, тыңдалым дағдылары.

Аминова Л.А., Саурбаев Р.Ж., Жетписбай А.К.

ОСОБЕННОСТИ АУДИРОВАНИЯ КАК КОМПОНЕНТА ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. В этой статье рассматривается значение аудирования как важной составляющей профессиональной деятельности. Авторы подчеркивают, что подготовка будущих преподавателей иностранных языков, а также специалистов, ведущих обучение на иностранном языке, должна включать развитие навыков педагогического аудирования как элемента устной оценочной деятельности. Отмечается, что компетенции, необходимые для устного оценивания у преподавателей иностранных языков, отличаются от требований к преподавателям других дисциплин. Особое внимание уделяется необходимости дальнейших исследований, направленных на разработку эффективных стратегий формирования этих навыков у студентов педагогических вузов и преподавателей неязыковых специальностей в рамках специализированных и интенсивных курсов обучения. Также подчеркивается роль практико-ориентированных методов и современных образовательных технологий в данном образовательном процессе обучения успешно.

Ключевые слова: педагогическое аудирование, профессиональная деятельность, восприятие, обучение, навыки аудирования.