



Listening As a Receptive Type of Speech Activity

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ABSTRACT

In the article, there is discussed about listening as a receptive type of speech activity, perception and understanding of a foreign language of an oral message. As well as the difficulties of understanding a foreign language by ear and ways to overcome them, the system of exercises for the formation of listening skills is analyzed in the article.

Keywords:

Listening, Skills Formation, Difficulty of Understanding, Speaking in A Foreign Language, Exercise System, Activity, Skill, Independent Product.

Listening can be viewed as both an activity and a skill. As one of the types of speech activity, listening is closely related to other types. First of all, this concerns speaking: "Without the practice of listening, it is impossible to learn active speaking" (O.V. Polozhnikova). With the same reason, an inverse relationship can be established, since "Listening" and "speaking" are two sides of the same phenomenon, which is called "speaking". Therefore, the development of listening was a by-product of teaching speaking, and listening did not stand out as a completely independent product.

Listening has even more in common with reading, tk. both of these types belong to receptive types of speech activity, they have many identical, in principle, mechanisms.

Despite his close ties with others, listening is a completely independent and special type of speech activity. This is an active type of speech activity, because listening is unthinkable without counter-active mental activity.

Listening as an activity is based on skill. Like any skill, it relies on certain skills. The main groups of listening skills are:

a) the skills of subconscious recognition of grammatical forms of speech at the morphological level and at the syntactic level (anticipation of

structures) and their relationship with a certain meaning. These are grammatical listening skills;

b) skills of direct understanding of words and phrases. These are lexical listening skills;

c) the skills of subconscious perception and distinguishing the sound side of speech: sounds, sound combinations, intonation. It is characteristic that in listening, these skills cannot be called "pronunciation": after all, the listener does not pronounce, but perceives.

In listening, it all depends on how much the skills of the first and second groups were associated with skills from the third group, i.e. whether they were formed in the conditions of perception and understanding of speech by ear, was such a process sufficient quantitatively and qualitatively.

Listening as a skill is based on these skills, but is not simply the sum of them.

The ability to listen is the ability to master these skills in order to understand by ear every time new messages in new situations.

At present, teaching listening skills is poorly delivered in secondary school. There are many reasons for this:

- a difficult opinion that it is not necessary to specially teach listening;

- the program does not have specific requirements for the level of proficiency in the ability to understand speech by ear;

- listening, as a rule, is not separately assessed in the classroom;

- many issues have not been investigated, without the solution of which the teaching of listening cannot be sufficiently effective.

Hence:

- listening cannot be developed before speaking, as is usually suggested (listening, speaking, reading, writing);

- the close community of listening and speaking indicates the need for their parallel development over a period of time.

So, it is necessary to teach students:

- subconsciously distinguish the forms of words, phrases, grammatical structures by ear;

- Anticipate syntactic structures by ear;

- develop the volume of auditory memory;

- to understand all kinds of combinations of the learned material (at different levels);

- understand speech on tape;

- grasp the meaning of what was said once;

- understand speech at a normal pace;

- understand the general content and meaning in the presence of unknown material in the audio text;

- to understand diverse texts: description, plot, multi-plan.

Basically, however, these tasks should always be in the field of vision of the teacher. Their solution is the key to the successful development of listening skills. It is only necessary to take into account the dependence of these tasks on the level of education: in the senior grades the same task is posed more seriously.

From the very beginning of the lesson, it is necessary to speak in the lesson only in the studied language, without resorting to Russian, thereby teaching the children to listen and understand the foreign language. A very useful exercise in terms of developing speech hearing is a speech warm-up based on basic grammatical structures. It can be carried out in the form of an unprepared conversation of the whole class, which is based on improvisation, the initiative of schoolchildren. The most important thing is that all students listen to each other, because a friend's question can be addressed to any of them. To develop phonemic hearing and prepare students for the perception of

speech that sounds in the recording, you can use phonetic charging (after the articulation of sounds has been formed). In order for students to get used to the correct pronunciation and different voices, it is better to use gramophone records. For the development of listening skills, the speech of the teacher himself is important, therefore, it is necessary to monitor the tempo of speech, you should not repeat the same words, phrases, sentences several times. It is not easy to involve all students in the development of listening skills, while taking into account their individual characteristics. We cannot offer students multiple listening assignment options in a classroom setting. Therefore, in these conditions, it is necessary to pay great attention to the differentiation of tasks, taking into account the individual capabilities of students. Differentiated performance of tasks is of great interest to schoolchildren. It involves strength and competition, brings variety to work, and allows all students to participate in the assignment. The combination of listening with physical activity of children connects visual and motor memory, and therefore contributes to better memorization of verbs of movement. In addition, physical activity turns the lesson into a game, which is especially important at the initial stage of learning. Success in teaching listening skills largely depends on the organization of the lesson and on the speech of the teacher himself.

There are four main listening mechanisms in the methodology: verbal hearing, memory, probabilistic forecasting, and articulation mechanism.

N.V. Elukhina identifies the following six skills as the main listening skills:

- to separate the main from the secondary;
- define the subject of the message;
- divide the text into semantic pieces;
- establish logical connections;
- highlight the main idea;
- to perceive messages at a certain pace, a certain duration, to the end without gaps.

Difficulties in understanding a foreign language by ear and ways to overcome them

There are a number of objective difficulties that prevent understanding speech the first time:

- Difficulties due to listening conditions (external noise, interference, poor acoustics).
- Difficulties due to the individual characteristics of the source of speech (features of

diction, timbre, pause, articulation disorders (burr, lisp, stuttering, age characteristics, various accents and dialects).

- Difficulties due to the linguistic characteristics of the perceived material (the use of a large amount of unfamiliar vocabulary, idiomatic expressions, colloquial formulas, special terms, abbreviations).

Ways to overcome the difficulties of the first group:

- use facial expressions, gestures, lip movements, eye contact when presenting the text, as well as maintaining the average tempo of natural foreign language speech, but provided that there are pauses between phrases to facilitate understanding at the initial stage, competent use of audio cassettes in the lesson.

Ways to overcome the difficulties of the second group:

- it is very important that the trainees have the opportunity to listen to both male and female voices in a foreign language, to listen to people of different ages.

Ways to overcome difficulties of the third group:

- knowledge of speech models serving specific situations of communication, the most frequent phraseological units and clichés can greatly facilitate listening comprehension;

- the number of unfamiliar words can be 3% of all words in the text;

- unfamiliar words should not be keywords;
- formation of the ability to guess the meaning of new words, as well as the ability to understand the meaning of the phrase and the text as a whole, despite the presence of unfamiliar elements in it.

All the considered listening difficulties can be overcome with the help of the correct selection of texts and methodologically expedient organization of students' activities on their basis.

The system of exercises is understood as the organization of interrelated actions arranged in the order of increasing linguistic and operational difficulties, taking into account the sequence of the formation of speech skills in various types of speech activity.

Consider the following when building your listening exercise system:

- 1) the interaction of listening and speaking as two forms of oral communication;

- 2) the interaction of preparatory and speech exercises, their dosage and sequence of performance depend on the language training of students and their speech experience, in particular, in the field of listening;

- 3) a gradual increase in difficulties, which will ensure the feasibility of performing exercises at different stages of training.

Preparatory exercises.

The purpose of the preparatory exercises is to preliminarily (before listening to the text) remove the difficulties of a linguistic or psychological nature, which will allow the auditor to focus his attention on the perception of the content.

Taking into account the factors influencing the perception of speech messages, two groups can be distinguished in the preparatory exercises:

- 1) exercises aimed at relieving linguistic difficulties;

- 2) exercises aimed at overcoming psychological difficulties.

As a result of performing the exercises of the 1st group, the following skills are formed:

- 1) isolation of unfamiliar phenomena from speech messages, their differentiation and understanding;

- 2) correlation of sound samples with semantics;

- 3) determination of the meaning of words (using derivational guesswork);

- 4) determination of the contextual meaning of various lexical units and grammatical structures;

- 5) recognition and understanding of synonymous and antonymic phenomena, etc.

The second group of preparatory exercises contributes to the development of:

- 1) predictive skills;

- 2) the volume of short-term and verbal-logical memory;

- 3) the mechanism of equivalent replacements;

- 4) speech hearing;

- 5) the ability to curtail (reduce) inner speech, etc.

Speech exercises contribute to the development of skills to perceive speech messages in conditions approaching natural speech communication. They teach:

- a) determine the most informative parts of the message;

- b) eliminate gaps in understanding by predicting at the text level;
- c) correlate the text with the communication situation;
- d) divide the audio text into semantic pieces and determine the main idea in each of them;
- e) record the bulk of the information in writing.

And so we can conclude that the result of listening will be understanding, partial understanding or misunderstanding of information. In order for the process of perceiving a foreign language to be successful, a well-developed ear is required, that is, the ability to listen and hear. Speaking about the relationship of listening with other aspects, it can be noted that, for example, listening and speaking are closely interrelated with each other, since the result of both types of speech activity is the expression of thoughts using the target language. In the process of oral communication, we perceive information by ear, process it, form an oral statement, then reproduce it in oral speech. Listening is not only the perception of information by ear, but also the formation of inner speech in response to what you hear. We can say that listening, as it were, forms an utterance for going into speech, that is, speaking, while speaking itself helps to better perceive speech by ear.

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