



Practical Methods of Teaching Listening Skill

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ABSTRACT

This article examines the methodological aspects of teaching listening and their practical application at the stages of selecting audio materials, preparing exercises and conducting classes. The article specifies the reasons why teaching listening as one of the types of speech activity plays an important role in the process of foreign language education.

Keywords:

listening skills, communicative foreign language competence, speech hearing, audio, sound perception.

The perception of foreign language speech by ear is a complex process that requires the utmost attention from the trainees, preparation for the development of this skill from the teacher. Listening, the ability to distinguish and understand what others are saying, and in relation to academic work in foreign language lessons, this is the understanding of foreign language speech by ear during its passage. This implies an understanding of the speaker's accent, grammatical structures and vocabulary that the speaker owns.

It is necessary to highlight the main factors in support of the relevance of our study:

- 1 Insufficient formation of students' listening skills, which hinders the development of communicative foreign language competence.
- 2 Generalization and structuring of the scientific and methodological literature accumulated by methodologists on the problem.
- 3 The need to integrate and improve methodological techniques in the process of teaching foreign languages.

It should be noted that at school, at any stage of training, it is often possible to meet students who, after a question addressed to them in a foreign language, cannot give an adequate

answer, however, if the task given in writing, they can answer quite successfully. This tells us that listening, as a complex linguistic phenomenon, should be taught specifically and pay special attention to the learning process. Listening skills can be formed only if the speaker's speech is perceived by ear. It is important to instill in students not only to highlight the basic information contained in the message, but also to perceive speech of different tempo, intonation and grammatical correctness. When choosing a material for the development of listening skills, its linguistic features, informative component and composition of speech are taken into account. It is also important to assess the mental and perceptual capabilities of students, their speech hearing, memory, attention, the possibility of speech guessing, the level of mastery of internal speech and the formation of probabilistic forecasting skills. When teaching listening, one of the fundamental roles, as well as in general in the process of teaching foreign languages, is played by the motivation of students. Maximum efficiency is achieved only when students have a need to listen, in which case their speech hearing is aggravated, the sensitivity of the organs of sound perception

increases, attention is accentuated and thought processes are activated.

A semantic decision is considered to be a unit of listening, which determines the subsequent verbal or non-verbal behavior of the listener [5]. The tasks allocated during the teaching of listening:

- to teach students: to distinguish sound images of words and phrases on a subconscious level, to recognize grammatical structures by ear;
- predict the use of grammatical structures and the content of the text;
- increase the amount of RAM;
- understand medium-tempo speech;

Listening is associated with a complex process of searching and selecting informative features from a number of possible ones, which depends on the presence of associative connections established by the listener as a result of language experience. Some of these connections are firmly established, and their appearance is highly likely. At the same time, there is an "inhibition of the emergence of non-essential signs", that is, side connections that are not related to context. When perceiving speech in the native language, the selectivity of speech is carried out quite easily, as for foreign language speech, the listener must operate not only with an active dictionary, but also with a passive one, acquired mainly in the process of reading.[10]

The traditional method of teaching foreign languages considered listening instruction as a type of speech activity that does not require a special didactic approach and is limited to the perception of sounds and intonation elements. In practice, it turns out that of all the formed skills of the four types of speech activity, the students' listening skills are, as a rule, the least developed [48]. However, at the present stage, special requirements are beginning to be imposed on the formation of listening skills as a necessary condition for the successful flow of the communication process. It is on the ability to hear and understand that the ability to speak a foreign language is built. Therefore, one of the main goals of the content of modern foreign language programs is the development of students' ability to perceive foreign language speech by ear, that is, listening. Ideally, they

should be able to listen to the speech of native speakers and respond to it based on the requirements of the current speech situation. Listening training involves, in addition to the teacher's speech, the use of audio recordings.[52]

At the initial stage, the main difficulties are phonetic difficulties. Students do not yet have experience in the language being studied, the reproduction of sounds and their reproduction are at the stage of primary skill, phonemic hearing is not developed.[51] As for lexical and grammatical difficulties, they are less important at the initial stage than at advanced ones. Lexical and grammatical material is used in the same very limited combinations, which, as a result of repeated repetitions, are firmly remembered by students and are easily recognized when perceived by ear. The main condition for effective management of listening is the orientation of its content to the leading activities of students.

It is known that "leading activity is the main activity at a given age, on which the formation of its main psychological neoplasms depends." [6; p. 336] The leading types of activities on the basis of which the mental development of students in grades 10-11 takes place are socially useful, educational and educational - professional activities. For a similar orientation needs to know the needs, interests and motives that serve as a source of leading activity. The use of Internet resources that already offer all kinds of videos on various topics or just audio recordings will help in this. One of the frequently used sites is "BBC Learning English", here you can find various materials, some of them already have developed exercises: True / False / Not specified; Fill in the blanks; Answer the questions. These materials are available for download and can be used both in lessons and as independent homework.

The last thing that needs to be mentioned is the motivational sphere of the student, it is not enough that the tasks for the auditory texts are focused only on monitoring the understanding of the listened. It is necessary that they tell him where to use the perceived information and,

thus, create a pre-reception installation for the purposeful perception of the text.[7]

Exploring various positions and approaches to solving this problem, we were able to conclude that improving listening skills is possible only if creative and non-traditional listening tasks are used. The use of such complexes helps in creating a powerful motivational base, makes the process of assimilation of foreign language material more lively, interesting, problematic, convincing and emotional.

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