



Teaching Foreign Language Listening Skill to Students of Secondary Schools

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ABSTRACT

This article discusses the process of teaching listening skill of foreign language to students of secondary schools. As you know, in order to ensure communicative competence and free speech activity of students, skills such as reading, writing, speaking, and listening should be developed. Listening, an integral, significant part of human speech activity, has been and still remains without due attention: listening training is still among the poorly developed problems of methodology and is not fully embodied in the content of teaching a foreign language.

Keywords:

speech skill, communicative competence, podcast, audiovisual sources, oral information, post-text exercises, pre-text exercises

I. Introduction

With the development of information technologies, without which it is difficult to imagine the life of a modern person, and their penetration into all spheres of human activity, the approach to many things has changed, including education. Modern schoolchildren perceive and process information in a completely different way than previous generations: they better assimilate information received through video or audio channels. Audiovisual sources of information help students to concentrate their attention on the lesson longer and maintain interest in the topic of the lesson. Foreign language lessons are no exception. Authentic video or audio recordings used in the lessons allow students to listen to the speech of native speakers, and when used correctly in the educational process, make it more interesting and easier [7].

II. Methods

Listening is an integral, significant part of human speech activity, and still remains without due attention: listening training is still one of the little-developed problems of the methodology and does not find full implementation in the content of foreign language teaching.

The study of listening as a type of speech activity of schoolchildren is relevant, since listening occupies a significant place in the educational activity of schoolchildren, however, the amount of study time in itself does not predetermine the achievement of high results: students sometimes do not perceive the predominant part of the oral information presented in the lesson. Modern researchers notice that at present, only a few schoolchildren have the ability to listen, while most children do not know how to focus on what they perceive, understand the meaning of the phrases they hear, and delve into the essence of what is being said [1]. Meanwhile,

the ability to listen is a necessary condition for a correct understanding of the positions of the interlocutor, a correct assessment of the differences that exist with him, and a guarantee of successful conversation. Inability to listen is in many cases the cause of ineffective communication. Listening as a type of activity occupies an important place not only in human life, but also in the educational and cognitive activity of the student. It acts as a source of information for the purpose of enriching knowledge, raising the cultural level; means of satisfying aesthetic and cultural needs, and also performs a regulatory function, since the instructions received in the process of listening determine the actions of a person [8].

Meanwhile, listening (speech perception, speech understanding) makes it possible to realize educational, educational and developmental goals. This is not only an important and sought-after speech skill, but also a way of acquiring knowledge in all subjects of the school cycle, a channel of socialization, a means of forming the spiritual world of a person, introducing him to the values of culture [6].

III. Results

Purposeful listening training begins with imprinting in the memory of sound samples of language units and their recognition in the flow of speech.

School-age students do not logically comprehend the audio text, but expressive, emotional. The immediacy, figurativeness of children's perception leads to a creative, sensual understanding of what most struck the children's imagination. The stronger the interest in what is seen or heard, the more emotional the content of what is perceived, and the more firmly the information is stored in memory. Interest is one of the most powerful stimuli of attention. With this perception of information, involuntary attention is turned on. The presence of attention is the main prerequisite for clarity of perception and better memorization [9].

The use of visualization in the first year of study is especially important, which is due to the psychological characteristics of students in general education schools.

Exercises when working with audio text can be divided into the following groups:

- pretext;
- exercises that are performed while listening;
- post-text exercises [2].

IV. Analysis

The purpose of the pre-text exercises is to create a situation and motive for communication and to formulate a communicative task, as well as to overcome the difficulties of perceiving and understanding the message. Overcoming difficulties is achieved through the use of various supports and other factors that facilitate perception. If there are no pre-text exercises in the textbook, the teacher is recommended to prepare and introduce them on his own [5].

The exercises performed while listening are most often aimed at extracting some information of particular interest to us. Here, the ability of students to navigate in the text is most often checked, to understand in which part of the text to look for information of interest. The ability to correlate printed information and sounding information, quickly search for the desired passage is also checked (often such a task plan is given so that some of the information is omitted in printed form) [3].

The exercises performed after listening are often of a controlling nature. Post-text exercises check the degree of understanding by students of the information contained in the text, the degree of penetration into the general content or details, as well as an exercise in expressing their attitude to what they heard. This is the most difficult and at the same time the most valuable type of exercise, since their implementation involves the use of spontaneous speech. Post-text exercises often contain tasks for expressing one's opinion, that is, tasks that prepare for a dialogue.

V. Discussion

Based on the generalized theoretical experience of using video materials in teaching listening, we decided to develop an algorithm for working with a video film in English. Our task was to develop, based on the analysis of the literature, exercises and tasks used in

teaching listening comprehension using some videos. The focus is on the characters of the film, who help students learn the basics of the English language [4]. All characters were voiced by native speakers. It is also methodologically important that interest in films does not weaken with repeated viewings. This helps to maintain attention to the repeatedly presented educational material and ensures the efficiency of perception.

The undoubted advantages of the video are the following:

- authenticity;
- emotional impact on students;
- modern language;
- the film has educational and aesthetic value;
- the plot of the film corresponds to the age characteristics of students;
- the film contains elements of humor, attractive graphics are also of interest.

Thus, it should be emphasized once again that the ability to communicate in a foreign language is not feasible without the ability to perceive foreign speech by ear. Listening is one of the most difficult types of speech activity and it is with it that students have most of the problems. Having studied the individual characteristics of school students, we came to the conclusion that school age is the most effective for teaching listening. During the period of school age, all spheres of development of students are intensively developed and qualitatively rebuilt, and all basic cognitive processes also undergo changes: thinking, memory, attention, perception, imagination.

The study presented by us is only one of the possible options for solving a large and multifaceted problem of teaching listening in foreign language lessons in schools.

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