

EFFECTIVE WAYS TO IMPROVE LISTENING SKILLS

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Abstract

Listening is the activity of perceiving and recognizing a speech message by ear. It is also worth noting that listening as an action is an integral part of any oral communication: industrial, domestic and personal. It follows from this that it is impossible to carry out free speech communication without this type of speech activity. The current situation of foreign languages in society requires high-quality mastery of this type of speech activity. After all, a student who does not have auditory skills and abilities is simply not able to perceive the speech addressed to him.

Keywords: listening, speech communication, foreign languages.

We understand that speech communication is a two-way process. That is, listening is not a by-product of speaking, but its reverse side, without which meaningful speaking and communication is not possible. Underestimating one of its sides, as it happens with listening, has the most unpleasant effect on the speech activity of schoolchildren. It can definitely be said that the lack or insufficient formation of auditory skills makes speech communication difficult, which is confirmed by the students themselves in their statements that they do not understand the speech addressed to them. It should be concluded that one should not condone such an important factor determining the success of communication in a foreign language, but should pay special attention to listening comprehension and teach it specifically to facilitate the further development of students' skills and abilities. Do not forget that it is necessary to form an understanding of speech of different levels, correctness or tempo. Any, even the most minimal, level of mastery of listening in a foreign language presupposes the formation of a number of operations that are fundamental for this type of speech activity:

- identification of the sound stream;
- perception of the value of the audible units;
- identification of significant information in the audited text

Depending on the specific learning tasks and on the basis of the completeness of the understanding of the information, two types of listening differ:

- listening with full understanding;
- listening with an understanding of the main content of the text

Listening takes a very significant place in the second year of study. It serves as an important means of learning, since in the process of listening, students often get acquainted with new lexical and grammatical material, train in recognizing and remembering what is already known, prepare to conduct a conversation on what they have listened to and in connection with it. Learning to listen is also one of the main goals of learning. In addition to texts containing only familiar material or phenomena, the meaning of which can be guessed, students are offered texts containing unfamiliar words, the meaning of which students should disclose by actively requesting additional information. The duration of the text, as a rule, is up to 1 minute.

Based on the above examples of listening programs in a foreign language, the development of students' ability to understand by ear is put forward as the main goal of listening training:

- Foreign language speech based on program material with the assumption of a certain amount of unfamiliar vocabulary in conditions of direct communication in various communication situations;
- Educational and authentic audio texts with varying degrees and depth of penetration into their content (within the framework of program requirements);
- Basic information (global understanding);
- The necessary information (selective understanding);
- Full information (detailed understanding).

Let's get acquainted with these types of listening in more detail. The peculiarity of global listening is that the listener is interested only in the general content of information, his main topic. When listening to the text, it is important for us to answer only general questions (What? Where? When?). At the same time, we pay attention only to what is understood. Global listening is only a general, primary orientation in the audio text. In the case when the listener may be interested in some details, details, such as names, quantitative data, etc., we use detailed (learning) listening. Detailed and global listening take place simultaneously, because detailed understanding is not possible without understanding what event the text tells about. In order to learn, it is necessary to separate these processes from each other: at the first listening, a global understanding should be carried out, at the second - a detailed one. This type of listening is convenient in dialogue, discussion, and lectures. But in a real situation, it is used extremely rarely. The mistake of many teachers is that they offer students to listen to almost every text in detail. Most often, we are interested in some specific information in the audio text.

Global and selective listening are the most "economical" auditory strategies, constantly used in the native language.

The content of listening training includes a linguistic (including linguistic and socio-cultural) component, i.e. language and speech material, regional, linguistic, and socio-cultural knowledge; a psychological component representing psychophysiological

mechanisms and actions for their use in the process of listening, communication skills and abilities; a methodological component - a set of educational and compensating skills, which together with speech make up the strategy of understanding the audio text. As noted above, the linguistic component of the teaching content consists of language and speech material - lexical, grammatical, phonetic. However, the most interesting material is at the text level. Therefore, the issue of text selection requirements should be considered in more detail. The psychological component of the learning content is the actions that ensure the functioning of listening mechanisms, as well as some operations with language and speech material, which, thanks to exercises, turns into skills and abilities. There are the following 6 basic listening skills:

- To separate the main from the secondary;
- Define the subject of the message;
- Split the text into semantic links;
- Establish logical connections;
- Highlight the main idea;

To receive messages at a certain pace, a certain activity, to the end without missing. There is also a slightly different group of skills:

- To perceive, segment (divide) the flow of speech and differentiate (distinguish) perceived sounds and complexes;
- Integrate (combine) them into semantic blocks;
- Keep them in mind during the hearing;
- Implement probabilistic forecasting (linguistic and semantic);
- Coming from communication situations, understand the perceived.

General educational and compensating skills that make up the methodological component of the content of listening instruction include the ability to keep notes during listening, use supports, bypass difficulties, use information that anticipates listening (pictures, plan, keywords), as well as relying on your life experience, knowledge of the subject of the message. All these skills are complex. They are based on the synchronous operation of many mechanisms and on the structure of listening as a type of speech activity. When determining the difficulties of the text, the method of transmitting the main idea is taken into account - inductive or deductive, the form of presentation - auditory, audiovisual. In addition, the attribution of the text to a certain style and genre, the sphere of communication are taken into account. Taking into account the above, we can distinguish three groups of texts that differ in varying degrees of complexity:

Easy Texts

- compiled (educational) and semi-authentic texts of colloquial literary, popular science and artistic styles in the genre of a message or a story narrative with a simple sequential presentation;
- the main idea is expressed explicitly at the beginning of the text;
- sphere of communication: informal, in the form of a simple monologue or dialogue - message /request for information;
- language and structural features: well-known grammar; 2-3% of unfamiliar words, the meaning of which can be guessed; the structure of the presentation is simple with informative and nominative headings;

Texts of Medium Difficulty:

- authentic and semi-authentic texts of colloquial literary, popular science or artistic style in the genre of conversation, messages, descriptions with a consistent and simple presentation;
- the main idea is expressed at the beginning or in the middle of the text;
- sphere of communication: official and unofficial; monologue - description/narration; dialogue - inquiry/explanation; polylogue with a limited number of storylines;
- language and structural difficulties: gram material is known; 2-3% of unfamiliar words that are not key words; all types of headings;
- presentation methods: a conversation and a teacher's story; voiced filmstrips and films in which auditory information prevails over visual; phonorecording or a gramophone record with visual reinforcement;

Difficult Texts:

- authentic texts of journalistic, popular science and artistic styles in the genre of conversation, interview, reportage, description;
- the main idea is expressed at the end of the text or is not explicitly expressed;
- the sphere of communication is informal, a polylogue with a variety of storylines, a monologue in dialogue.
- linguistic and structural features: there are unfamiliar grammatical phenomena, 4-5% of unfamiliar words; the structure of the presentation is complicated; advertising headlines; emotionally appealing or lack thereof;
- presentation forms: phonographs and phonorecording without visual reinforcement, contact communication with a native speaker.

There is a wide variety of exercises aimed at the formation of listening skills and abilities. The main purpose of these exercises is to train the mechanisms of this type of activity: Memory, attention, forecasting. Since listening is an internal process, the

exercises are aimed at getting him out into the outside world, because this is the only way it is possible to control the correctness of the processes necessary for the formation of listening skills and abilities. It is important to remember that the process of learning listening should be systematic, because listening skills are formed in stages under the close supervision of the teacher. At the end of the work done, it is necessary to monitor the understanding of the listened text. The role of a teacher in teaching listening is to choose the right texts and materials for listening, taking into account the individual characteristics of students and their level of knowledge.

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