

TEACHING LISTENING IN ENGLISH LESSONS THE TYPOLOGY OF EXERCISES FOR THE DEVELOPMENT OF THIS TYPE OF SPEECH ACTIVITY

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Annotation

The article is devoted to the issues of the process and methodology of mastering listening as a type of speech and educational activity in universities. The specifics of teaching listening in English lessons in educational institutions, as well as types of listening, are investigated. The analysis of the technology of teaching listening in English is given; the system is considered auditory exercises in English lessons.

Keywords: listening, speech activity, English, listening exercise, technology of teaching listening

Learning to converse in a foreign language—in this case, English—has been a top priority during the past few years. English is now regarded as a worldwide language as well as a foreign language, and proficiency in it is required for speaking with people across borders, getting a respectable education, and landing a well-paying job.

Proficiency in the English language requires mastery of all speech activities, including reading, writing, speaking, and listening. These abilities are developed and refined in a complicated communication environment. The ability to listen has received the most focus lately as being fluent in the language also entails being able to freely interpret English speaking aural. Listening is the first step towards mastering spoken communication.

The student learns the intonation and sound aspects of the language by auditory perception. When a person engages in this kind of speech activity, it facilitates their

ability to hear and comprehend the speaker, as well as extract and pronounce required information for themselves, respond to the speaker's speech, and communicate.

The initial step in learning any language, especially one's native tongue, is listening. After we can mimic words and sounds and absorb information by ear, we may then learn how to read and write. Consequently, the first and most crucial step in the process of acquiring a language is education.

Every class includes this kind of speech activity: the teacher's speech and the students' answers. In order to improve speaking skills, listening to audio recordings is a useful tool. Similarly, writing a letter, essay, presentation, etc. requires writing skills. Writing dictation or a presentation also requires listening. In these situations, listening serves as a tool for teaching various speech activities, and listening perception is less important. Zh. L. Vitin refers to it as instructive audio.

Motivation is the primary component in learning to listen. A need for hearing perception must exist in the listener. It is crucial to select an audio text that will appeal to pupils and provide them with knowledge (such as a text that focuses on a particular nation), taking into account their interests, issues as young people, and age. There are a ton of different ways to listen these days, such as podcasts, radio broadcasts, TV channels, audio books, movies, English-language music, and audio recordings.

It is advised that the audio content be linked to the unit being studied in class. This will shorten the time needed to study the vocabulary that was previously introduced within the context of a conversational topic and ensure that the logical flow of information is maintained. When choosing reading material for students to listen to, it's important to consider their training level and the loudness of the text. The teacher's job is to help students perceive the material more easily by removing any potential phonological, lexical, or grammatical obstacles before they ever hear the text read aloud.

Based on the assignment, there are:

- listening while fully comprehending the text;
- listening while being aware of the main idea;
- listening while selectively extracting information

The possibility of giving students printed text after they finish tasks is not excluded when they are listening with a full comprehension of the text ("detail listening") (listening for detailed information), in order to help them identify unheard words, fuzzy phrases, and exercise so-called self-control.

Listening is sufficient when selectively extracting information (listening for partial comprehension). In this scenario, the capacity to separate and commit to memory essential information is developed, while disregarding extraneous and secondary details.

There is a "teacher-student" dialogue at the beginning. The first person's job is to get everything ready and set up for listening. Presentation includes potential visual aids with the text's name displayed; vocabulary that the teacher deems unfamiliar or difficult; as well as an illustration (possibly a photograph or a picture) that is associated with the text. Let's take a concrete example of classes with first-year students' language direction in higher education. As part of the study of the topic "There is no place like home" for students it is proposed to listen to an audio recording of a country-specific nature called "Life without a ray of sun".

At the next stage, textual, students listen to the text; try to understand the main content, the topic of the text, the main facts. Before listening, you can give tasks like:

1. Listen to the text and tell what sort of text it is (for example a description, an opinion article, a narrative).
2. Listen to the text and think of your own heading.

3. Guess what...?. If the text is not a country-specific character, but describing some situation or incident from the life of the narrator, then you can pause while listening and ask students to predict, guess how and how the narration will end.

The post-text stage offers limitless possibilities for testing the understanding of the listened material, as well as parallel improvement of the skills of other types of speech activity.

Tasks at the post-text stage can be as follows:

1. Fill in the gaps.
2. Are the sentences true or false? If the sentence is false, correct it.
3. Put the sentences in chronological order.
4. Choose the correct answer.
5. Match two halves of the sentence.
6. Make a plan of the text.
7. Make up your own questions based on the text.
8. Do you remember what these numbers mean?

These tasks simultaneously improve writing and reading skills.

Another group of post-text exercises is aimed at improving the speaking skill. This can include exercises like:

1. Answer the questions.
2. Choose the best summary.
3. Discuss with your partner.
4. Choose the proverb (think of a proverb) according to the text.
5. Do you agree or disagree with the narrator?

6. Who do you agree with? Give your own arguments.

Such a task is suitable if the audio recording is a statement of the opinions of several people on some problem. The number of exercises will depend on the level of training, activity and interest of the students, as well as on the amount of time in the lesson.

Thus, learning to listen is enough an interesting, rich, educational and cognitive process, if the student is properly motivated. Possession of this skill ensures success communication, which consists in the ability to speak English and understand English speech. In addition to its main goal, listening develops memory, thinking, imagination and perception, that is, contributes to the comprehensive development of personality.

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