

## **TEACHING TO LISTEN AND UNDERSTAND**

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**ANNOTATION:** Interlocutors speak in turn according to human habit and try to understand each other by listening. It is known from life experience that expressing one's opinion orally (speaking) is a type of speech activity that many people like. Various information is obtained by listening to and understanding another person. Being in speech communication is a necessary need for a person. In the process of listening, there are cases of partial or complete misunderstanding of the speaker's opinions. The main reason for this is insufficient attention to teaching listening comprehension. The article talks about teaching listening skills using modern methods.

**Keywords:** Audio segments, Group activities, Video segments, Interpersonal activities

**ANNOTATSIYA:** Suhbatdoshlar insoniy odatiga ko'ra navbatma-navbat gapiradi va tinglash orqali bir-birini tushunishga harakat qiladi. Hayotiy tajribadan ma'lumki, o'z fikrini og'zaki (nutq) ifodalash ko'pchilikka yoqadigan nutqiy faoliyat turidir. Turli ma'lumotlar boshqa odamni tinglash va tushunish orqali olinadi. Nutq muloqotida bo'lish inson uchun zaruriy ehtiyojdir. Tinglash jarayonida sozlovchining fikrini qisman yoki toliq tushunmaslik holatlari kuzatiladi. Buning asosiy sababi tinglab tushunishga o'rgatishga yetarlicha e'tibor bermaslikdir. Maqolada

zamonaviy usullardan foydalangan holda tinglash qobiliyatini o'rgatish haqida so'z boradi.

Kalit so'zlar: Audio segmentlar, Guruh faoliyati, Video segmentlari, Shaxslararo faoliyat

**АННОТАЦИЯ:** Собеседники говорят по очереди по человеческой привычке и стараются понять друг друга, слушая. Из жизненного опыта известно, что устное выражение своего мнения (говорение) – вид речевой деятельности, который нравится многим. Различная информация получается путем прослушивания и понимания другого человека. Нахождение в речевом общении является необходимой потребностью человека. В процессе прослушивания бывают случаи частичного или полного непонимания мнения говорящего. Основной причиной этого является недостаточное внимание к обучению аудированию. В статье говорится об обучении навыкам аудирования с использованием современных методик.

Ключевые слова: аудиосегменты, групповые действия, видеосегменты, межличностные действия.

Listening comprehension means listening, perceiving and understanding speech. In general, "speech" means speaking, listening, reading and writing.

If we look at the history of foreign language teaching methodology, by the 60s of our century, listening as a type of speech activity began to be thoroughly researched. At first, it was considered an integral part of speech. In the foreign language class, listening comprehension exercises were not

given. It turns out that listening comprehension is more difficult than learning to speak.

It is necessary to distinguish between two terms related to this field: "listening" - listening (in short - listen more) and "hearing" - receiving sound using the sense of hearing (ear).

When listening to and understanding speech in the native language, the form and content are perceived as a whole, the means of expression (language material) and the expressed content (text) are difficult to combine in a foreign language. In order to progress (notice) the content, one must have mastered lexical-grammatical phenomena, in other words, lexical and grammatical skills of listening comprehension should be carefully formed. In addition, it is necessary to develop the ability to distinguish the sound side of a foreign language (sound, sound combinations and tone). So, as a result of the formation of lexical, grammatical and pronunciation skills of listening comprehension, competence in this type of speech activity is formed.

Understanding becomes easier if the language units used by the listener (auditor) and the speaker (speaker) match. This, in turn, is a matter of language experience. Listening comprehension is a three-stage activity, the content of the speech is perceived, learned and understood behind the general auditory perception (acoustic apperception), distinguishing the sound side of words (phonemics) and understanding their essence. It is known that listening comprehension, which is considered a type of speech activity and a skill, is the goal and means of education. In this place, it is necessary to make a distinction between two categories, i.e., on the one hand, understanding through words (based on actual language experience) and on the other hand, with the help of things (due to life experience,

knowledge of the speech situation). Therefore, the speech topics and situations recommended at the initial stage of foreign language education are familiar to the students, known in advance, and the language material is completely new and unfamiliar to them.

There is a lot to say when choosing or creating text (audiotext) for listening. An audio text that is suitable for the age of the students, arouses their interest, contains a monologue and dialogue form of logically clear speech, and is rich in information, will appeal to its listeners.

The main sources of information acquisition through auditory sense and analyzer are the teacher's speech, tape recorder and gramophone recording from auditory technical devices, as well as audio slide film, movie (or its fragment) and television programs from radio broadcasting, audiovisual means.

For the successful implementation of listening comprehension, the following three factors are considered: dependence on the listener himself (developed listening skills, memory, attention characteristics), listening conditions (speech speed, volume and form of language material, and how long the spoken speech is continuity) and finally, the linguistic aspects of the material used (whether it corresponds to the listener's language experience) are taken into account.

The first mechanism is called speech perception by psychologists. Arousal of certain senses is implied. A person who does not know a foreign language does not understand it, but is deprived of the ability to hear speech in this language.

This mechanism is closely related to the auditory memory mechanism. Remembering the speech fragment during perception makes it possible to understand the audio text.

According to the activity of the internal speech mechanism, the speech movement analyzer works during the perception of the audio text (Prof. Nikolay Ivanovich Jinkin proved this point in his mature scientific works on the psychology of language teaching). The level of understanding directly depends on the repetition of the listening speech in internal speech. A person imitates what he hears. The more difficult parts of the audio text are mentioned inside, if the language material is thoroughly mastered, the volume of repetition is less. Therefore, it is recommended to learn speaking and listening comprehension together.

A mechanism for comparing the signals coming to the auditory sense to a template stored in memory. The comparison may be incorrect depending on the person's previous experience, intuition and feelings. The listener's experience refers to the imprint on the brain created by the sensations of hearing and speech movement. As a result of comparison, it is possible to recognize. If the auditory trace is strong, the recognition mechanism is more active. The full image of the heard event is not stored or restored in the brain, only its trace is left.

The next mechanism is called anticipation. It's better to say precognition more simply. When this mechanism is activated, it is possible to know in advance the structure of the audio text or its content.

Another mechanism is called audiotext comprehension. Understanding, that is, logical understanding, takes place on the basis of the analytical-synthetic process of brain activity and within the framework of other possibilities.

As a result of the formation of these mechanisms, students' listening comprehension skills are formed. Listening comprehension skills are formed and developed only by doing the necessary exercises in a foreign language. What do we value in teaching listening comprehension? First,

it is required to know what to teach, secondly, how to teach, and finally, how to determine what has been understood. These three issues will be considered separately.

Various directions for teaching listening comprehension are used in practice. One of them is to study language material first, and then speech activity. According to this methodical idea, students practice learning words and phrases, and then the students' attention is drawn to the content of the studied material. In this way, the effectiveness of teaching listening comprehension is low, it takes too much time, therefore it is not considered the most appropriate methodological method.

According to the second approach used by teachers, listening comprehension is directly related to the formation of speaking skills. In the process of teaching speaking, reading and writing, students engage in listening comprehension.

In non-special exercises, listening comprehension is taught along the way. For example, speech training at the beginning of the lesson, listening to the teacher's story while explaining the meaning of words; Non-special exercises include listening to the teacher's sentences in the presentation of grammar, recording someone else's speech on a magnetic tape. Teaching a foreign language is also a great way to teach listening comprehension. In order for the students to understand the sentences used during the lesson, the teacher should not repeat them too many times, not speak very slowly, and not always translate into the native language.

Special exercises, in turn, are divided into praise ready for listening and pure speech exercises. (The first one is called language (material) exercises by some authors, while others call it conditional-speech exercises.)

The object of preparatory exercises is an acoustic signal (that is, a word, sentence, set of sentences delivered to the ear), and in speech exercises, the

student is busy learning the content. It has been determined in science that speech exercises have three stages: preparation for listening to information, listening to it, and analysis of what has been heard.

It is permissible to give some recommendations on the practical implementation of listening comprehension exercises.

It is important to include the following in the preparatory exercises: listen and repeat the words in the column (the teacher selects difficult material and prepares an exercise); listen to the words (give an example) and find among the following words; identify rhyming words and mark them with a number; listen to the sentences and determine the similarities and differences with the sign + (plus) or - (minus); follow orders often; listen to the following adjectives (verbs) and say the nouns that are often used with them; listen and translate new words from familiar roots; listen to ready-made sentences and tell in what speech situation they are used; listen to the text in the mechanical recording, then fill in the blanks in the written version, and prove what you think is wrong in the content of the audio text; understand who is being talked about; identify the difference between described and heard information; find the missing sentence and put it in its place; record audio information in native language; listen to a list of words given separately, remember them and say those related to a specific topic; listen to two or three short sentences and make a sentence out of them; listen to the sentence, add another sentence that matches its meaning.

Listening comprehension is also a type of speech activity. It is included in receptive speech activity. Listening comprehension is listening and understanding the speech of the speaker from the radio, tape recorder, record and during communication. In some literature, it is also referred to as *audirova niy*. It is a complex speech activity, because the listener needs to be able to quickly accept the form, quickly understand the content, and

keep it in memory, otherwise there is no source, condition, or means to see it again, read it, and understand it.

#### 1. Technical tools for teaching listening comprehension

The issue of hearing and understanding tape recordings should be considered separately. Due to the fact that it is more difficult to understand the tape recording because it is not focused on a person, the idea that this type of listening comprehension can be implemented only at the middle stage of education has been preserved in the methodology for a long time. At present, this idea has been rejected. L. D. Sesarsky's research showed that if listening comprehension texts are created on the basis of well-developed material in advance, and if students are given exercises using a tape recorder, it is possible to easily start listening comprehension of a speech recorded on a tape recorder from the 5th grade. In fact, earlier reference to tape recordings allows students to learn to distinguish different sounds without relying on extralinguistic moments. According to research, the use of tape recorders should be taught as early as possible, because delaying this work makes it difficult for students to understand the speech of different people. Because they get too used to the tone of voice and personal characteristics of the person speaking, some individualized version of the images is formed in them.

Studies have shown that pupils and students have less developed listening comprehension than speaking. When a student reads and sees, he gets six times more information than when he listens and understands. Listening comprehension also helps with other speaking activities. It is an integral part of speaking. Listening comprehension and speaking make up oral speech. Experiments show that depending on the development of listening comprehension, speaking also develops, and the student can participate especially well in dialogue. Information is received through both listening and reading, so both are receptive discourses. The student quickly



recognizes and understands the words he reads and pronounces correctly. If he cannot read correctly, he cannot pronounce, he cannot recognize words when he listens, he does not understand the meaning. Even when a student is writing, he can read, pronounce, and write words and sentences correctly, which also helps to understand listening. Teaching listening comprehension is both a means and a goal in all educational institutions. When it is a tool, it acts as a mediator in teaching and explaining language material orally, and when it is a goal, it is intended to receive information by listening to speech. The main purpose and task of listening comprehension is listening comprehension of an unfamiliar text or speech based on familiar language materials. In the high school foreign language program, listening comprehension requirements are set for each grade.

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