



 Research Article

TEACHING LISTENING AT FOREIGN LANGUAGE LESSONS

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ABSTRACT

This article discusses the issues of teaching listening in foreign language lessons and the problems associated with listening.

KEYWORDS

Listening, speech activity, authentic speech, understand the meaning, sound, information flow.

ACTUALITY

Listening at the initial stage of education is one of the most relevant topics in the modern methodology of teaching a foreign language, since speech communication is impossible without listening.

REASON FOR RESEARCH

Listening is the basis of communication; it begins with the acquisition of communication.

INTRODUCTION

Listening is the ability to distinguish and understand what others say and in the context of practice work in foreign language lessons, it is the understanding of foreign speech during its passage.

This means understanding the speaker's accent, grammatical structure and the vocabulary which speaker has

The problem in the teaching comprehension of authentic speech is one of the most important aspects of teaching foreign language communication, and that is why the working-out and development of listening teaching technologies that are contemporary are extremely essential.

We are faced with listening as an independent type of speech activity in various situations of real communication. It happens when we listen to: various announcements; radio and television news; divergent instructions and assignments; lectures; stories of interlocutors; actors' performances; interlocutor on a telephone conversation, etc.

The objectives of teaching listening comprehension can be defined as follows: to form certain skills; to develop certain speech skills; to teach the ability to communicate; to develop the necessary abilities and mental functions; to memorize speech material; to teach students to understand the meaning of a single statement; to teach students to highlight the main thing in the flow of information; to develop auditory memory; to evolve an auditory response.

Listening also serves as a powerful tool for teaching a foreign language too. It makes it possible to obtain the sound side of the language being studied, its phonemic composition and intonation; rhythm, accent, melody. Through listening occurs the digestion of the lexical composition of the language and its grammatical structure. At the same time, listening makes it easier to master speaking, reading and writing. If the student understands the sounding speech, it is easier for him to understand the graphic speech, i.e. change what he sees to how it should sound.

When performing listening tasks, the speaker should demonstrate the following abilities:

Predicting what people will say.

Guessing unfamiliar words and phrases without panic.

Use your previous knowledge as a basis for understanding.

Understand the speaker's attitude to the subject of conversation.

Be able to take notes while listening.

Understand intonation and stress.

The ethical side of speaking, the rules for conducting discussions, debates and other types of disputes.

DISCUSSION

How do auditing mechanisms work? Listening is connected with the activity of memory. The very concept of memory can be divided into the following components: short-term memory is a way of storing information in a short period of time; operational memory- a flow calculated to store information for a certain, predetermined period of time; long-term memory is the ability to store information for an almost unlimited period of time. When used for recall, it often requires thinking and willpower (therefore, its functioning is not limited); visual memory is associated with the preservation and reproduction of visual images; auditory memory is a good memorization and accurate reproduction of a variety of sounds, musical and speech. It is characterized by the fact that a person can quickly and exactly remember the meaning of the text presented to him through auditory memory, etc., which is very important in relation to listening, since children at first have to memorize the sound of sounds and words by ear; emotional memory is the memory of experiences. The strength of memorization of the material is directly based on it: what causes emotional experiences in a person is remembered by him without much difficulty and for a longer period.

These types of memory play a fundamental role in learning to listen, without their sufficient development it is impossible to master the language in general and even more so speech. It can be concluded that the main mental processes that are involved in listening are the followings: memory, imagination, perception and thinking. Like this, through activating these features of the human psyche, we simultaneously develop them,

which is a fundamental factor in the comprehensive development of the individual. And therefore, it may be considered that listening is an integral part of developmental learning.

Acquisition listening makes it possible to realize educative, educational and developmental goals. It allows you to teach students to listen attentively to the sounding speech, to form the ability to anticipate the sense content of the statement and thus to educate a culture of listening not only in the foreign language, but also in the native language. The educational value of the formation of the ability to understand speech by ear lies in the fact that it has a positive effect on the development of the child's memory, and, above all, auditory memory is so important not only for learning a foreign language, but also for any other subject.

How difficulties emerge in teaching listening comprehension? Difficulties associated with language aspects and difficulties associated with the peculiarities of speech. Difficulties related to language aspects can be divided into three groups:

1. Phonetic difficulties. This implies the absence of a clear boundary between sounds in a word and between words in a stream of speech. Two aspects of hearing can be distinguished: phonemic (perception of individual linguistic phenomena at the level of words and structures) and speech, which includes the process of recognizing the whole in context. It should be noted that when teaching listening on authentic materials, it is necessary to develop exactly

speech hearing. The individual manner of speech can be very diverse and present difficulties for its perception and understanding. In the native language, this difficulty is compensated by a huge practice in listening, however, the experience of listening to foreign language speech among students is very limited. Naturally, any individual feature of pronunciation, timbre of the voice, a fairly fast pace, and certain defects in speech will make it difficult to understand. In order to overcome the difficulties associated with understanding the speech of native speakers, it is necessary to listen to their speech from the beginning of training, gradually reducing the number of educational texts presented by the teacher. It should also be remembered that the more a learner listens to native speakers (men, women, children), the easier it is for him to adapt to an individual manner of speech. That's why, there is a need for widespread use of educationally authentic and truly authentic records, including the pragmatic materials we have distinguished.

2. Grammar difficulties. A number of grammatical difficulties are associated primarily with the presence of grammatical forms that are not characteristic of the native language. Perceiving the phrase, the learner must divide it into separate elements, that is, informative features of the sounding phrase, which are physically expressed by the corresponding speech qualities. There are three physically expressed speech parameters: intonation, the presence of pauses and logical stress.

So, for a successful understanding of a foreign language text, one should pay attention to the development of learners' skills of adequate perception of intonation, pauses and logical stress.

3. Lexical difficulties. It is the presence of many unfamiliar words that learners point to as the reason for misunderstanding the text. It seems to us it is necessary to elucidate this problem in more detail.

The main complication in the perception of foreign language speech lies in the fact that the language form has long been an unreliable support for forecasting sense, because it is on it that the learner's attention is concentrated, although he cannot change it. Therefore, it is necessary to develop in him the ability to receive information even in the presence of unfamiliar linguistic phenomena, through filtration, selection and approximate comprehension.

Learners need to be specially trained in the ability to understand by ear speech containing unfamiliar vocabulary. Unperceived or incorrectly perceived parts of a speech message (word, collocation, phrase) are restored by learners due to the action of probabilistic forecasting (the ability to predict the new based on what is already known), therefore, it is necessary to achieve prediction of the meaning of the utterance, when form and content form a complete unity.

The difficulties of the second group are as follows.

Studying in his homeland and not having sufficient contacts with native speakers, the learner, as a rule, does not have the necessary knowledge about the world around him in relation to the country of the language being studied, therefore he interprets the verbal and non-verbal behavior of a native speaker from the perspective of his culture and his own norms of behavior in certain situations of communication. This can lead to misunderstanding of perceived information and contact violation.

All this is reflected in the sociolinguistic and sociocultural components of communicative competence.

Sociolinguistic competence is understood as knowledge of the norms for using the language with situational options in various situations and possession of the expression of the same communicative intention, respectively, the listener must know these options and understand the reasons for using one of them in the context of a particular communication situation.

Sociocultural competence implies knowledge of the rules and social norms of behavior of native speakers, traditions, history, culture and social system of the country of the language being studied.

Therefore, the student must have the ability to perceive and understand the oral text from the position of intercultural communication, for which he needs background knowledge. Only with this knowledge, the listener can correctly interpret the verbal and non-verbal behavior of a native speaker.

Thus, it is obvious that for successful listening training, a methodological system is needed that takes into account the difficulties and ensures their overcoming.

CONCLUSION

Listening is the basis of communication; acquisition oral communication begins with it. Possession of such a type of speech activity as listening allows a person to understand what is being told to him and adequately respond to what is said, helps to correctly state his answer to the opponent, which is the basis of dialogic speech. In this case, listening teaches the culture of speech: listen attentively to the interlocutor and always listen to the end, which is important not only when speaking in a foreign language, but also when speaking in your native language.

Also, listening is of paramount importance in the study of sounds, since they all perceive everything by ear and it is important that children clearly catch the sound, and with the support of the teacher, be able to reproduce it. Here they must catch the difference between how the teacher pronounces and how they themselves pronounce, the teacher must demand from them the correct pronunciation of the sound, as close as possible to the pronunciation of the teacher, correct immediately after the sound is played. Incorrect pronunciation leads to a misunderstanding of the meaning of what was said. The role of listening in teaching a foreign language cannot be underestimated. However, like the role of other types of speech activity,

listening cannot be separated from speaking, writing, or reading. The communicative peculiarities of listening as a type of speech activity has a dominant role at all stages of teaching a foreign language, and the ever-growing requirements for the level of foreign language proficiency require a modern teacher to include compulsory listening assignments in the learning process.

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