

"WAYS TO IMPROVE LISTENING SKILLS IN TEACHING"

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Abstract.

This scientific article explores why a listening skill is essential part of our life and how we can learn or practice easily. It can give important information about seven ways to achieve a goal.

Keywords: listening, skill, eye contact, interrupt, clarify, pay attention, planning.

Introduction

The main task of the intensive method of teaching a foreign language is to master, under strict time limits, a foreign language as a means of communication and a means of cognition, to develop the skills and abilities of understanding oral speech in a foreign language at a normal (natural) or close to normal pace. Teaching a foreign language includes 4 types of activities: reading, speaking, writing and listening. A student must possess all these types of activities in combination, and only then can we judge his level of proficiency in a foreign language.

Literature Review

Listening (from Latin *audire* - to hear) - listening to voiced texts to train their perception and understanding by ear (mainly in the educational process). The term "listening" was introduced into literature by the American psychologist Brown. Listening is the basis of communication, and mastery of oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, retain them in memory while listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. In this case, the process of perception takes place at a certain normal pace characteristic of a given language. Listening should occupy an important place already at the initial stage. Mastery of listening makes it possible to realize educational, educational and developmental goals. It allows you to teach students to listen carefully to the sound of speech, that is, they develop the ability to understand speech by ear.

Listening has a positive effect on the development of memory and, above all, auditory memory, which is so important for learning a foreign language. Students of a foreign language, including students of technical universities, rely on various types of knowledge that can contribute to its understanding. The most common type of knowledge discussed in the methodological literature is background knowledge about the world that people gain from personal experience and through learning. This type of knowledge allows students working on developing listening skills to process information in a hierarchical manner, where gaps in understanding are filled with information they already know about a given topic from previous experience. To facilitate and facilitate perception using a hierarchical method, it is vital to have knowledge about the system of language and speech. Students' knowledge of the English language system is an important factor in successful speech understanding. One aspect of this knowledge is phonological knowledge, or knowledge of the sounds of the English language, which contributes significantly to its perception. At the segmental level, that is, at the level of individual sound elements, students need to know how vowels and consonants combine to form words. At the suprasegmental level, that is, the level that goes beyond individual sounds, students need to know about the types of stress and intonation that exist in the English language. A peculiarity of the English language is that knowledge and ability to recognize a word in written form often does not guarantee that a student will be able to recognize it in spoken language. If a student mispronounces a certain word for any reason, it will affect his listening comprehension and make it more difficult, especially if the pace of the language is accelerated. For example, if someone pronounces "hostel" the same way as "hotel", they may not be able to tell the difference when spoken, even given the context.

Cognitive Foundations of Syntax

Additionally, if students are not familiar with tempo, rhythm, and intonation when words are grouped and spoken together, they may expect to hear each word separately. To effectively comprehend what they hear, students must rely on their own knowledge of how meaning is represented syntactically. Conversational speech, especially everyday and informal, has a different organization than written speech. They are organized using spoken grammar, including such features as ellipsis (Tea? instead of Would you like some tea?), and disjunctive questions (That cannot be, can it?). Moreover, natural language often includes incomplete statements, repetition, and verbosity. Students' knowledge of grammar and features of spoken language will contribute to their perception of authentic foreign speech. Expansion of vocabulary can also influence students' auditory comprehension of a foreign language, and students are well aware that they need to constantly expand their vocabulary for better and more productive development of listening skills. Practice shows that in order to create a sufficiently high level of listening skills, a student must master a "listening vocabulary"

equal to approximately 6 thousand vocabulary units. This is a special type of dictionary, knowledge of which is realized not only through actually familiar, original words, but also through knowledge of the rules of word formation. In addition to individual words, students will be helped in this process by knowledge of the so-called template expressions or prefabricated lexical units “chunks” (for example, the long and short of it or over the hill), which are widely used by native speakers or its competent users. Students should always be aware of this aspect of language, since decoding individual words alone is often not enough. To prevent problems in learning the meanings of everyday expressions and idioms, students need to dedicate time to familiarize themselves with them. This will enable them to better understand what they heard as a whole. Typically, communication (and therefore listening) in a foreign language environment occurs in a variety of places such as a store, hospital, workplace, etc. In each of these contexts, a student who is in the language environment of the language being studied can encounter different types of speech or certain vocabulary that is used during communication. Each of these contexts has its own characteristics and structure, so knowledge and understanding of these speech factors can significantly improve listening comprehension of foreign speech. For example, in short dialogues, the interlocutors usually say in turn: A: Going to the party this Sunday? B: No, got to hand in my term paper on Monday. A: Too bad, but the paper's more important, I think. Students' knowledge of the structure of such short dialogues will help to better understand them, since students will expect to hear at least one replica from each interlocutor or an adjacent pair of replicas (when one speaker asks a question or comments, and the second interlocutor answers it).

Students also need to know that when the interlocutor gives a negative answer to a question, such an answer is often supplemented with a reason for denial or a comment. In a one-way listening context such as lectures, it is extremely useful for students to know how a lecture begins, unfolds, and ends. They also need to become familiar with so-called speech markers in order to better understand the lecture. For example, speech markers next (next) and on the other hand (on the other hand) will help to better understand the process of unfolding a lecture and moving on to discussing other aspects of lecture questions. Knowledge of the structure of other common types of genres or communication events (for example, radio or television news reports, advertisements, interviews, etc.) will also significantly help students during listening. Researcher M. Rost notes that those who listen have “the intention not only to understand the words that were spoken but also to understand the function of each utterance.” For example, the interlocutor may politely disagree or express disbelief. Understanding such moments is often decisive for the correct understanding of what is heard, especially when the listener takes an active part in the communicative process and needs to respond to what he hears. Since English is spoken by people from different

sociocultural backgrounds, students also need to know the sociocultural rules of language use that are acceptable to the people with whom they communicate. This is perhaps the most challenging aspect of pragmatic language development, and in this process students need to rely on resources they can find outside the classroom. At the same time, this is a task for the teacher, who must provide the student with all the necessary recommendations to improve his listening skills. To develop the skills necessary to understand live speech, students need to be introduced to authentic texts. These can be fragments of feature films, television programs, dialogues, and the like. In modern methods of teaching foreign languages, it is precisely the authentic educational and methodological complexes offered by UK publishing houses – Oxford University Press, Longman and others – that prevail. English language teaching programs are based on the use of materials from these textbooks, which aim students at learning to communicate in a foreign language, and teachers at a personally oriented approach to each student. These textbooks contain audio listening materials, which makes them different from other textbooks.

Conclusion

In this article, we embarked on a journey to explore the fascinating domain of language evolution and the emergence of syntax. In order for the activity on the perception of oral speech to be effective, the teacher must correctly select the material for listening, which must meet certain criteria: - it must be short (listening time two to three minutes); - the language used must be authentic; - speaking speed should correspond to normal speech speed; - the content of the text should be interesting and motivating for students; - if a video sequence is used, then the visual effects should be unambiguous enough so that students can draw a conclusion about the content of the statement from the behavior of the speakers, their gestures, facial expressions, etc. There are two ways of presenting texts for listening: when we introduce students to new vocabulary before listening; when students listen to a new text without prior preparation. When choosing one method or another, we must take into account the following factors: the level of complexity of the text for listening, the level of preparedness of students, as well as what tasks we set for ourselves, and what we want to achieve from listening. The first method makes the student's work easier and leads to a more passive perception of the material. This method is best used when students have a low level of development of listening skills (when we strive to develop these skills in them), and if we want to achieve maximum understanding of the text by students. After listening to the text, students should be offered tasks in which they could demonstrate their listening skills. This could be: detailed answers to questions about the content of the text; addition of sentences from the text; statement about the correspondence of the expressed thought to the content of the text; Text translation; explanation of the meaning of a polysemantic word in a given text, selection of

synonyms for new words. The second method is aimed at enhancing speech understanding based on accumulated knowledge. The main goal here is a general understanding of the content of the text without focusing on individual unfamiliar words. After checking the understanding of the text, you can carry out another listening to the text in order to highlight new words that students must perceive by ear, write down, and explain their meaning. This, of course, is not an easy task, but it is an interesting one, contributing to the intensity of perception and understanding of new words in the context of one topic. But no less effective is the use of audio and video materials that correspond to the topic of the lesson. For example, students can be asked to watch the video “Smart Materials” after reading the text in the textbook. The advantage of using short videos is obvious: students are familiar with the vocabulary on this topic and they do not need explanations from the teacher, thus creating a comfortable psychological environment in the classroom, which is the most important factor in the successful acquisition of a foreign language. The main condition is that the material should be interesting and students should be knowledgeable about the topic, which stimulates their interest.

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