

TEACHING LISTENING TO YOUNG LEARNER

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Annotation: Listening is both a goal and a means of learning. Learning the semantic perception of speech by ear involves the learners performing exercises for the formation of general auditory skills, speech exercises and subsequent educational work with audio text, that is, listening training is aimed at developing and improving the mechanisms of listening.

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Listening as an active mental activity is a complex process of perception and understanding of sounding speech. Both elements of visual perception (gestures, facial expressions) and intonation, which breaks speech into syntagmas, help to understand speech. The main tasks of the teacher in the listening lesson: prepare the child for listening through a variety of PRE-listening tasks to generate interest, focus on the topic and update vocabulary before listening; help while listening - DURING-listening, to remove difficulties during listening and to focus on some important points and to teach you to hear exactly the right information; discuss, draw conclusions after listening - POST-listening, not only to check how well the content of the audio material is understood, but also to consolidate knowledge, and this is also a motive for listening. PRE-listening, DURING-listening and POST-listening are three stages of the lesson of the so-called PDP technique, which allows you to form and improve receptive skills and abilities, reading and listening, and also helps to develop skills in understanding printed or audio text. In addition, the activities in the lesson within the framework of the PDP are organized in such a volume and sequence that learners can better understand the content of the text. It seems to us that in real life we are not preparing for the perception of speech, but this is not entirely true. Subconsciously, for example, when ordering lunch in a restaurant, we are already ready to hear, and we know approximately what we will answer the waiter. Or, attending a lecture, we are also ready to perceive a speech on a certain scientific or cognitive topic, anticipating its content. And in the lesson, the learner should also be ready to perceive audio material on a specific topic, since the level of his understanding depends on how we are able to prepare learners, set them up for listening.

Thus, the goals of the first stage of PRE-Listening are: Set the situation, the topic that will be discussed - give an idea of what will be discussed. Arouse interest in the topic - perhaps by touching on the topic of the future dried material from personal experience. So, if we are talking about animals, talk about the zoo or what animals are found in the forest, in the field, etc. Update knowledge on the topic - What do you know about ...? Where are they...? What it is? What problems do they face? Why are they important?

Introduce new words - unfamiliar words should not interfere with the perception of speech. Check understanding of the purpose of listening - make sure that learners understand the task of listening, have some idea of the content. By the title, topic, image supports, keywords and expressions, you can predict the content of the text before listening.

In the process of DURING-listening itself, learners should: determine what is at stake, where events take place, etc.; to pay attention to what remains incomprehensible and formulate a question about it; confirm or refute your guesses made during the PRE-listening process; draw conclusions and evaluate. Tempo and pauses during listening are important. Pausing while listening: summarize what has happened so far; try to guess what might happen next, assuming all predictions are equally probable; Ask learners to explain why they think so, avoiding "right" or "wrong" and using "maybe" or "probably". Effective is question-answer work with the ball in different ways, for example: the teacher throws the ball with the question "What is your name?" Learner 1: "My name is Yana". The ball is passed to another learner with the question: "Where are you from?"

Learner 2 answers "I'm from Russia" and passes the ball with the question "How old are you?" Pupil 3 "I'm eight" , "How are you?" Learner 4 "I'm fine, thank you!" As we learn new vocabulary and grammar, we add new questions and ask you to remember the answers of your classmates:

Learner 1 "Have you got a sister?"

Learner 2 "Yes, I have"

Learner 2 "Has she got a sister?"

Learner 3 "Yes, she has."

Learner 4 "What is your mother's name?"

Learner 5 "My mother's name is Svetlana" Pupil 6 "What is his mother's name?" etc.

This exercise activates the auditory, visual and tactile channels of information perception, and also reinforces the studied material. Mastering oral communication begins with listening - it allows a person to understand what is being told to him and adequately respond to what is said, helps to state his answer, which is the basis of dialogic speech. Listening teaches the culture of speech: listen to the interlocutor

carefully 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. Listening is the basis of language learning, as primary school uses mostly wordless translation, based on visual aids, when children use a guess, which develops thinking and arouses interest.

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