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в изданиях НИЦ "Социосфера"



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UDC 339:079

METHODS OF TEACHING LISTENING IN FOREIGN LANGUAGE LESSONS

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Abstract. The theme of this article “Methods of teaching listening on the foreign languages classes” is one of the actual theme in modern methods of teaching English as without listening speech communication is not possible. The main results of mastering general education curriculum mean acquisition of initial communication skills verbally and in writing with native speakers of a foreign language based on their speech abilities and needs.

Keywords: methods of listening; communication skills; problems of listening.

In our time, teaching methods are developing widely, and traditional methods are long gone. The basics of speech skills and abilities are formed at the initial stage, which makes the use of listening the most effective both as a goal and as a means in teaching a foreign language.

Listening is a receptive type of speech activity aimed at perceiving and recognizing a speech message by ear. In conditions of natural speech communication, the proportion of this type of speech activity is very large, if we bear in mind the impact on a modern person of such media as radio and television. In a school setting, the scope of listening includes listening to and understanding the teacher's speech, classmates' messages, texts, audio or video lessons [1].

In the process of listening, all the main analyzers of a person interact: auditory, speech-motor, visual. So in the process of listening to speech, the listener pronounces the perceived information, while the visual analyzer can significantly facilitate the perception of speech. In addition to analyzers, internal speech plays a large role in listening, which at the initial stage of learning a foreign language has the form of internal pronunciation.

Phonetic difficulties can be both common to all foreign languages and specific to individual languages. A common difficulty is the lack of a clear boundary between sounds in a word and between words in a sentence; the presence in foreign languages of such pho-

nemes that are not in the native language. The discrepancy between spelling and pronunciation of words is especially common in the English language.

Among the *lexical* difficulties, one must first of all include the presence of homonyms (hour – our) and homophones in English. Great difficulty is also caused by words that are similar in sound, especially paronyms (economic-economical), words expressing paired concepts (answer – ask, give – take, west – east), words that have the same collocation, or are simply met for the first time nearby, – otherwise saying everything that can be confused.

In the field of *grammar*, the greatest difficulty is caused by the discrepancy in the syntactic pattern of the phrase – the unusual order of words (referring the preposition in the sentence to the very end) [2].

In the field of grammar, great difficulties in understanding English speech arise due to the fact that, in the overwhelming majority of cases, the connection between words is carried out using various official words that do not have independent lexical meaning. In oral speech, weak forms of official words are used (you've, I've, he's). There are further difficulties in understanding with hearing the so-called "compound verbs» (Compound verbs) type to the put on, to the put away, to the put off, to the put up, close up, to the put down and so on. D. The fact that the main the part of the verb that students hear first often

directs their thought in a wrong way, since it is naturally associated in their minds with that specific meaning of the verb that they know well and which can be very far from the meaning of a compound verb (to put – to put and to put up – to accept).

In Depending on the specific training objectives and on the basis of full understanding of information are two types of listening: listening to the full understanding and listening with understanding the basic content of the text. Comprehension listening texts do not include unfamiliar vocabulary and expressions that might interfere with comprehension. When listening to the text with an understanding of the main content, the student should strive to understand the text as a whole. At the younger stage, the focus should be on developing the ability to fully understand the text [3].

We must strive to ensure that texts that are lighter in terms of meaning contain more information and fewer redundant elements, and texts containing more complex information are more redundant. In order not to cause information overload, the volume of the text must correspond to the psychological capabilities of the student. At the beginning of training, it should not exceed 1.5–2 minutes of sound, gradually increasing to 3–5 minutes. If it is necessary to listen to a longer text, it is useful to present it in parts with breaks.

This exercise is considered basic. It develops all four listening mechanisms. After all, in order to fulfill it, you need to hear the text, break it down, recognize familiar words and structures, and this is the development of speech hearing. To repeat, they must first be memorized, and this is the development of memory [4].

Probabilistic Forecasting Training Exercises:

1. Find as many definitions for words as possible.
2. Compose possible phrases with nouns, verbs, adverbs or adjectives.

3. Determine the content by title, illustrations, keywords, questions, etc.

In conclusion, I would like to say that this work explored the theoretical foundations of teaching listening and teaching methods of teaching listening, as well as the listening process itself, ways to overcome the difficulties that students face. Thus, mastering listening as a type of speech activity should ensure a successful communication process, develop the ability of students to speak and understand a foreign language, and since this process is complex and difficult, in schools more attention should be paid to this procedure and exercises that remove linguistic difficulties. It is very important to increase the motivation of students to understand a foreign speech by ear. But there are all prerequisites for improving the listening teaching process: technology in modern times is developing at a high pace, and teachers have more and more opportunities to use various types of technical teaching aids.

Summing up, it should be said that use listening in English lessons of the system of exercises developed for teaching listening not only heats up the motivation of children, not only makes lessons more interesting, but also improves the quality of knowledge, removes linguistic difficulties in completing assignments, which helps to achieve students with better results.

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Uzbekova G. M., 2021.*

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