
TEACHING LISTENING EFFECTIVELY USING MODERN APPROACHES

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Abstract. The educating of tuning in the strategy of showing unknown dialects was given extraordinary significance, since the view of unknown dialect discourse by ear is a complicated cycle that requires greatest consideration from the understudy, and from the educator - predictable groundwork for the improvement of this kind of discourse movement. The methodology of teaching foreign languages faces the challenge of properly organizing and planning this process so that the level of formation of students' auditory skills meets the needs of modern society. This necessitates a methodically correct organization of the process of teaching listening.

Key words: recognition of phonemes, methodology of teaching, teaching listening, semantic processing of information, auditory analyzer

Annotatsiya. Noma'lum dialektlarni ko'rsatish strategiyasida sozlashni o'rgatish favqulodda ahamiyat kasb etdi, chunki noma'lum dialekt nutqini quloq orqali ko'rish murakkab tsikl bo'lib, u o'quvchi tomonidan eng katta e'tiborni talab qiladi va o'qituvchi tomonidan - bu turni takomillashtirish uchun bashorat qilinadigan asoslar. nutq harakati. Chet tillarni o'qitish metodikasi oldida bu jarayonni to'g'ri tashkil etish va o'quvchilarning eshitish qobiliyatini shakllantirish darajasi zamonaviy jamiyat ehtiyojlariga javob beradigan tarzda rejalashtirish vazifasi turibdi. Bu esa tinglashga o'rgatish jarayonini uslubiy jihatdan to'g'ri tashkil etishni taqozo etadi.

Kalit so'zlar: fonemalarni aniqlash, o'qitish metodikasi, tinglashni o'rgatish, ma'lumotni semantik qayta ishlash, eshitish analizatori

Аннотация. Воспитанию настройки стратегии показа неизвестных диалектов придавалось исключительное значение, так как просмотр на слух незнакомого диалектного дискурса представляет собой сложный цикл, требующий от дублера наибольшего внимания, а от педагога - предсказуемой заделки по совершенствованию такого рода. дискурсивного движения. Перед методикой обучения иностранным языкам стоит задача правильно организовать и спланировать этот процесс так, чтобы уровень сформированности слуховых навыков учащихся соответствовал потребностям современного общества. Это обуславливает необходимость методически правильной организации процесса обучения аудированию.

Ключевые слова: распознавание фонем, методика обучения, обучение аудированию, семантическая обработка информации, слуховой анализатор.

Listening is an open kind of discourse action, which is the concurrent insight and comprehension of discourse by ear and as a free action has its own objectives, goals, subject and result. This is an intricate expertise that can't be completely robotized, yet just to some extent - at the degree of acknowledgment of phonemes, words and syntactic developments. Since this is an unexpressed process from the outside, the methodology's development tended to view listening as a passive process and a "by-product of speaking" rather than an independent VRD for a significant portion of its history. However, scientists in the past have demonstrated that listening is an active process in which all mental and mental processes work hard. The perception of the received information in the form of sound, its processing and comparison with the standards that students have stored in their long-term memory, recognition, and understanding of thought all take place during this process. Listening is firmly connected with different abilities: tuning in and perusing are focused on the discernment and semantic handling of data, and this makes sense of the shared trait of discourse components that serve responsive ones. Speaking and listening are two aspects of the same phenomenon known as oral speech. Listening is the main ability when barely anything relies upon us (audience members), since the language structure and content are set from an external perspective by the speaker, the limit of the hear-able channel is lower than, for instance, the visual one, separately, hear-able memory is grown more awful than visual, consequently, exhaustion rapidly sets in during delayed tuning in and neglecting happens quicker what we hear. Furthermore, obviously, in a genuine correspondence circumstance, it is difficult to rehash what we hear or pay attention to. For instance, a discourse by an instructor, an educator, a discussion between at least two conversationalists, a television/radio station, declarations over an amplifier at railroad stations/train stations, and so on.

Based on the above, we can conclude that it is difficult to teach listening. As the practical teachers testify, it is more difficult than other skills, especially since the work on listening does not cause positive emotions among the students themselves. Nevertheless, the need to learn listening as a separate, independent skill is due to the following factors:

- samples of foreign language speech are received through hearing, which, being standards, are laid in long-term memory, where they are stored;
- auditory-speech-motor images are included in all VRDS and, accordingly, it is impossible to teach other VRDS without the development of an auditory analyzer;
- the listener (student) develops auditory control, which is included in all systems, i.e. a person, when speaking / writing or reading, controls himself through hearing;
- auditory memory develops, without which successful educational activity is impossible (since we are talking about the organization of the educational process) and, in particular, it is impossible to master a foreign language.

Listening, as the researchers found, takes up to 40-60% of the study time in the lesson, begins with the first phrase of the teacher: "Hello/Good morning / afternoon; Glad to see you; Let's start/begin our lesson" and ends when summing up the lesson: "Thank's a lot for your work; your home-work/task is...;your marks for the lesson are...".

Therefore, the conclusion about the need for special, purposeful training in listening as an independent skill is obvious. Listening begins with the perception of speech, the essential features are perceived by the auditory organs and compared (compared) with the standards stored in long-term memory. If the student does not have strong standards, then errors in perception may occur, for example:

Walk – work; back – bag;

Bad – bed

Think–sing-sink add more examples

There are contact and distant listening.

The basis of the internal mechanism of listening is the following mental processes:

- ✓ auditory perception and recognition (recognition, discrimination);
- ✓ attention (concentration);
- ✓ anticipation, anticipation or probabilistic forecasting (anticipation / prediction /forward inference);
- ✓ semantic guess (guessing / inferring from context);
- ✓ segmentation of the speech stream (segmentation /chunking) and grouping;
- ✓ informative analysis based on the separation of units of semantic information;
- ✓ the final synthesis, involving various kinds of compression and interpretation of the perceived message.

Listening includes the following auditory skills, the integration of which ensures the possession of this quality:

- ✓ auditory-pronouncing skills, that is, the ability of unmistakable, fast, stable simultaneous perception and recognition of phonetic code brought to automatism;
- ✓ receptive lexical and grammatical skills.

Psychophysiological mechanisms of listening:

Listening, like any other process of cognition, has 2 sides – sensory and logical. These sides are qualitatively different, but they function in an inseparable unity. The mechanisms of listening are related to both sides of this process.

Mechanisms of speech perception – a person who does not speak a foreign language, according to A.R. Luria, not only does not understand, but also does not hear it. The improvement of perception is due to an increase in the "operational unit of perception" (P.I. Zinchenko). The success of listening depends on the size of this unit: the larger blocks (sound-thinking complexes) speech will be perceived, the more successful the processing of the information contained in it will be. At the initial stage of training, an immature listener, of course, perception occurs in parts

(in words), and then – holistically, as an indecomposable unit (phrase), but to achieve such a desired level of perception, special training is necessary.

The mechanisms of internal pronunciation are necessary for speech analysis, understanding and memorization. The extent of internal pronunciation depends on the complexity of the content, the level of proficiency of the students, as well as on the conditions of perception of the text. Memory mechanisms are operational (we associate what we hear now with what we have just heard, i.e. we associate the end of a phrase with its beginning), the better memory is developed, the greater the value of the perception unit; long-term (storage of standards), unlike other speech mechanisms, long-term memory is not formed by special exercises, and all previous experience.

Mechanisms of comprehension – we identify semantic milestones for understanding the text, establish semantic connections – the main thing is secondary.

Here we also consider it necessary to indicate the levels of understanding of the text: from individual words to a sentence and a whole utterance. We can talk about understanding the content (factual information) and understanding the meaning, about deep and superficial understanding, about accuracy and completeness of understanding. The completeness of understanding depends on the correctness of perception.

The mechanisms of anticipation function at the level of language form and content. The correctness of the forecast depends on language and (sometimes) life experience, understanding of the situation and context. This is a kind of "pre-tuning" of the speech organs, which contributes to the excitation of certain models in the cerebral cortex. Even before the beginning of perception, as soon as the listening attitude appears, the articulatory organs already show minimal activity. Due to this, certain models are excited in the listener's mind, which makes it possible to anticipate, anticipate what is to be heard. That is why it is necessary to pay great attention to the formulation of the installation.

The understanding of a text is influenced by its semantic organization. The story (text) should be constructed in such a way that the main idea is easily highlighted, and the details are adjacent to it. It should be borne in mind that if the main idea is expressed at the beginning of the message, then it is understood by 100%, at the end of the message – by 70%, and in the middle – by 40%.

The mechanisms of comparison – recognition – work continuously, because there is a comparison of incoming signals with those standards that are stored in our long-term memory. Comparison is closely related to a person's past experience, with his feelings and emotions. The listener's experience is understood as traces of auditory and speech-motor sensations, which form the basis of auditory perception and understanding of speech. If the auditory trace is potentially active enough, then when the same message is perceived, it seems to come to life and meaningful recognition occurs. Recognition during comparison occurs on the basis of invariant features, and not due to the complete coincidence of what is heard with what is

stored in memory. Such invariant features are abstracted based on the variability of the material perceived in the past.

It is important to distinguish between communicative listening as Communicative Listening and educational listening (Guided Listening). In the process of educational listening, the formation of speech hearing and the skills of recognizing lexical and grammatical material and the skills of understanding and evaluating what has been listened to takes place. Communicative listening is the purpose of learning and is a complex verbal ability to understand speech by ear when it is played once.

Guided Listening

Educational listening – acts as a means of teaching, serves as a way of introducing language material, creating strong auditory images of language units, is a prerequisite for mastering oral speech, the formation and development of communicative listening skills. Educational listening allows multiple (for independent work) and 2-fold (for classroom work, under the guidance of a teacher) listening to the same material. Repeated listening provides a more complete and accurate understanding of the audio text, as well as a better memorization of its content and language form, especially when the listened text is used for subsequent retelling, oral discussion or written presentation.

Depending on the method and nature of working with the text for listening in educational listening, there are:

- intensive - intensive and;
- extensive - extensive listening.

Communicative Listening

Communicative listening is a receptive skill aimed at the perception and understanding of oral speech by ear during its one-time listening. In foreign and domestic methods, it is customary to distinguish types of communicative listening depending on the communicative attitude (educational task) and the relationship with expressive oral speech.

Skim Listening / Listening for Gist

Listening with an understanding of the main content, with the extraction of basic information; introductory listening (Kulish, 1991). This type of communicative listening involves the processing of semantic information of a whistling text in order to separate the new from the known, the essential from the unimportant, to fix the most important information in memory. Educational tasks aimed at this type of listening and developing the necessary skills include predicting the content of the text by the title before listening, determining the topic and the speaker's communicative intention, listing the main facts, answering questions about the main content, drawing up a plan of what was listened to, summaries and annotations.

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