

FORMING LISTENING SKILLS USING DIDACTIC TOOLS IN TEACHING ENGLISH

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Abstract: The development of a methodology that takes into account the principle of progressive learning of listening from the lowest level to the top is one of the urgent issues of today. This article discusses ways of forming listening comprehension skills in English language teaching with the help of didactic tools.

Key words: Listening, listening comprehension, students, language, foreign language, technical tools.

Аннотация: Разработка методики, учитывающей принцип постепенного обучения аудированию от низшего уровня к высшему, является одной из актуальных задач современности. В данной статье рассматриваются способы формирования навыков понимания на слух при обучении английскому языку с помощью дидактических средств.

Ключевые слова: Аудирование, понимание на слух, учащиеся, язык, иностранный язык, технические средства.

Annotatsiya: Ta'lim tilshunosligining qisimlari va barcha psixolingvistik darajalarida eng quyi qatlamdan yuqorigacha tinglashni progressiv o'rganish tamoyilini hisobga oladigan metodologiyani ishlab chiqish bugungi kunning dolzarb masalalaridan biri hisoblanadi. Ushbu maqolada ingliz tilini o'qitishda tinglab tushunish ko'nikmalarini didaktik vositalar yordamida shakllantirish yo'llari haqida fikr yuritilgan.

Kalit so'zlar: Tinglash, tinglab tushunish, talabalar, til, xorijiy til, texnika vositalar.

INTRODUCTION

Today, we all know that about 60 percent of the world's population can speak two or more languages. Acceleration of globalization processes in the world, the transition to free market relations and the promotion of the introduction of high technologies in production increase the need for "linguistic capital", i.e. specialists who have perfect command of foreign languages. In order to ensure quality and efficiency in foreign language education, the experience of reducing the age of learning and teaching foreign languages is becoming popular.

Education legislation occupies the most important place in the development of the Republic of Uzbekistan. In recent years, more serious work is being done in foreign language and its learning than ever before. Resolution No. PQ-5117 of President Shavkat Mirziyoyev "On measures to raise the promotion of foreign languages in the Republic of Uzbekistan to a qualitatively new level" and on August 11, 2017 the Cabinet of Ministers "Promotion In accordance with Decision No. 610 on measures to further improve the quality of foreign language teaching in educational institutions, significant changes have taken place in education.

Currently, educational institutions are tasked with improving the quality of education and improving the educational methodology. More and more attention is paid to teaching foreign languages. Listening comprehension of foreign languages is a complex process that requires detailed study in terms of the functioning of perception mechanisms and the development of listening skills.

The importance of listening and understanding speech, especially in integration with international educational institutions and at the same time as the opportunity to study and communicate in foreign universities is increasing, the demand for it is increasing.

LITERATURE ANALYSIS

The problems of learning listening comprehension were considered in the scientific and methodological works of the following foreign researchers: N. V. Elukhina (1977, 1989), I. I. Khaleeva (1989), I. A. Zimnyaya (1991), Ya. M. Kolker and E. S. Ustinova (2002), N. D. Galskova and N. I. Gez (2006), G. Brown (1977), P. Ur (1984), A. Anderson and T. Lynch (1988), M. Underwood (1989), D. Nunan (1991), M. Rost (1990, 2012), J. C. Richards (1991, 2008) and others.

The following scientists also conducted scientific research on the types of tasks for teaching listening comprehension: S. P. Zolotnitskaya (1959), M. L. Weisberd (1965), B. A. Lapidus (1961, 1965), N. V. Elukhina (1984), Ya. M. Kolker and E. S. Ustinova (2002), N. D. Galskova and N. I. Gez (2006), P. Ur (1984), M. Underwood (1989), S. Rihon (1986).

According to the definition of N. D. Galskovoy and N. I. Gez, the receptive type of listening is mainly reflected in the development of listening competence with the help of the ear.

The concept of "listening comprehension" is defined differently in the methodology of foreign philologists. Thus, S. J. Wolvin and A. D. Coakley consider listening to be "the process of perceiving, concentrating, and determining the meaning of verbal and visual stimuli" [5]. M. Pedi believes that "listening is an active and dynamic process of concentrating, perceiving, interpreting, memorizing and reacting to expressed (verbal and non-verbal) requests, problems and external information." J. Rubin also emphasizes the active nature of listening and considers this type of speech activity "a process in which an active listener selects and interprets information from auditory and visual signs in order to understand what is happening at the moment and what he wants to express." [6]. In turn, G. Buck emphasizes that listening is an active process of interpreting a voice message. It is based on the listener's linguistic and extralinguistic knowledge [8].

Like other researchers, S. D. Wolvin and A. D. Coakley [Wolvin, Coakley, 1993, 1996.] distinguish five types of listening comprehension, namely:

- listening with a purpose
- listening by distinguishing language elements;
- listening in response to the information provided by the speaker;
- listen by understanding the audio message;
- listening by evaluating the information in the audio message;

MATERIALS AND METHODS

Listening comprehension means that the listener recognizes, perceives, understands and interprets the sound message through listening, active conscious speech thinking activity is mainly understood through listening. One of the problems in the field of learning speech perception and understanding through listening is the lack of a single methodology.

Foreign researchers classify listening skills according to:

- level of knowledge of a foreign language;
- level of comprehension of audio text;
- type of listening comprehension;
- audio text type;
- the role of the listener in the process of understanding the audio text.

The success of receiving and understanding English speech by listening depends on the effectiveness of the mechanisms of speech perception, which in turn are formed and improved during the performance of listening training tasks at all levels of text comprehension.

Listening with technical tools and videos gives high efficiency in teaching listening comprehension of English language.

The idea that this type of listening comprehension can be implemented only at the middle stage of education has been preserved in the methodology for a long time, since it is more difficult to understand the recording of the tape recorder because it is not focused on a person. At present, this idea has been rejected. It has been shown that it is possible to easily start listening comprehension of the speech written on the tape recorder, if the listening comprehension texts are created on the basis of well-developed material in advance and the exercises are conducted with the students using the tape recorder. In fact, earlier reference to tape recording allows students to learn to distinguish different sounds without relying on extralinguistic moments. According to research, the use of tape recorders should be taught as early as possible, because delaying this work makes it difficult for students to understand the speech of different people. Because they get too used to the tone of voice and personal characteristics of the person speaking, some individualized version of the images is formed in them.

When listening to the speaker, we need to perceive and understand foreign speech, understand his facial expressions, gestures, and general appearance in our imagination. For this, we need not only to listen at the same time, but also to be able to use our imagination. In training situations, we can see the interlocutor when we see him through direct communication, but when listening to real material, there is no visual contact. Video allows us to listen to real speech and the environment of visual perception of the speaker's surroundings. This brings you closer to the actual listening conditions. It is embodied in the form of perceiving and processing information and hearing it. Visual synthesis is the basis of the whole direction in the methodology of listening comprehension, which mainly served as a basis for teaching and creating foreign languages and ensures the development of the audiovisual method of teaching foreign languages.

The experience of studying listening processes shows that listening to the text twice visually increases the effectiveness of the level of listening comprehension. Viewing a document with video material is significantly better than listening to it once. In general, the process of watching a video and listening with a video is significantly different from each other, with increased motivation, greater context and communication, a higher level of clarity and, as a result, information content, etc., for easy understanding by others. [9].

We reveal the listed features and advantages of video through listening learning tools: -Watching the video involves two analyzers at the same time -visual and auditory, that is, the student learns more by listening to the audio recording. takes Memorizing language structures, expanding and stimulating vocabulary makes it possible to improve the visual range in the development of speech and listening skills [10]. -Video films are one of the functions that play an important role in the realization of motivation: firstly, observation of the events shown on the screen due to the effect of coexistence, empathy; secondly, as a result of listening, students successfully independently solve educational methodological problems; The effectiveness of listening comprehension through audio tools is higher, which serves to improve the efficiency of the student's language comprehension research and listening comprehension competence[11].

Unlike watching video at home, viewing in the audience activates the television programming process, increases organization and initiative. Working with video material, as well as working with audio material, mainly includes three stages:

- preview (preview);

- demo (during viewing);
- post-demo (after viewing);

The purpose of the first stage is to motivate the students in the previous stage, to be able to listen to the text correctly and understand it, to remove the difficulties that may arise during the students' listening comprehension, to successfully complete the task through questions that have not been created in the context of this text. implied. The goal of the second stage is that the students understand the content of the audio text, which activates their speech and cognitive activity. In the third stage, creative speech activity of students is organized [12].

Thus, the video film is an effective tool, learning to listen in English classes, watching video films is a process that helps to increase the effectiveness of education. It also creates favorable conditions for expanding the audience's vocabulary and developing students' attention, as well as forming students' communicative competences.

Research shows that listening is one of the most difficult types of speech activity, and students have many problems and failures with it, but timely analysis of the events that prevent it can be corrected by listening to the speech. provides a basis for understanding and allows for the correct choice of material. To teach listening and develop a system, a system of exercises was developed to teach students how to overcome difficulties.

RESULTS AND ANALYSIS

In the process of our research, we found out that not enough time is allocated to speaking and listening in English language teaching in educational institutions. However, listening is an independent, necessary and most difficult speech activity for language learners. Today, as a form of speech activity, listening plays an important role in the speech process. "In modern society, 48% of people listen, 28% speak, 16% of people, 8% write. Therefore, an integral part of oral speech is hearing and listening (auditory activity). In the methodology of teaching foreign languages, communicative competence involves learning the types of speech activities as a communicative goal in the studied language.

Analyzing English language curriculum and textbooks for senior students from the point of view of the problem, working with audio-visual materials, special exercise system, studying the requirements for students' listening comprehension in the new national curriculum of continuing education we came to the conclusion that it is necessary to introduce it in an additional way.

The main tool of education is exercise, their implementation is important in achieving the educational goal. In the exercise - repetition of actions verbally and in writing in order to deepen his knowledge and develop relevant skills and competencies. This term is defined in methodological literature as follows:

- 1) educational activity performed in a foreign language;
- 2) educational unit consisting of requirements and material parts;
- 3) acquisition of knowledge about language phenomena, formation of lexical, grammatical, pronunciation skills, practice of correct application of these units in a speech situation;
- 4) mental activity organized in a certain way and performed repeatedly, aimed at mastering it and improving the methods of its implementation;
- 5) "environment" or "ecosystem" in which competencies are developed;
- 6) a means of ensuring the acquisition of competencies.

If the exercises presented during the research are systematically presented from easy to difficult, from simple to complex, from knowledge to skill-building, the goal of the educational subject can be achieved.

The reason is that today's demand is that the student should be able to apply the acquired knowledge, skills and abilities in a real situation.

CONCLUSIONS AND RECOMMENDATIONS

1. In the system of exercises and tasks proposed during the research, unlike traditional tools, it is recommended to use samples of educational texts from radio, television and other mass media of the country where the language is being studied in the course of the lesson.
2. In the future, in the development of listening comprehension skills, an experimental program that allows correct pronunciation at the level of program, syllable, accent, word, phrase, phrase and texts in accordance with ICT requirements of auditory analyzers creation of programming laboratories and development of cross-platform programs, which is the main technology of the automated programming laboratory, is recommended to serve as a universal tool for all foreign language and Uzbek language learners.
3. The following methods of developing students' listening comprehension competence in the process of teaching English are recommended:
 - speech systems (automatic speech recognition and synthesis)
 - development of listening comprehension in eliminating dynamic and acoustic interference obstacles coming from audiovisual directions;
 - applying tasks using an individual method to control students' understanding of text content during the educational process;
 - receptive type of speech activity, adherence to indicators of language knowledge in improving speech competences in young people through videos;
 - individualization of the educational process;
 - improvement of audiovisual tools on the basis of metacognitive and cognitive strategies, taking into account the didactic possibilities of educational technologies.

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