



DEVELOPMENT OF LISTENING SKILLS AT THE SENIOR STAGE OF TEACHING ENGLISH

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Abstract

The author examines the importance of listening in teaching a foreign language, highlights the approaches that can be used when listening to the text, presents listening strategies, and also suggests the most convenient and common way of teaching listening in the classroom.

Keywords: listening, game technology, methodology teaching foreign languages, lesson, teaching content, abilities, skills.

Introduction

In a communicative orientation teaching students a foreign language and in accordance with the main the purpose of teaching a foreign language at school, college and at the university is the formation of communicative competence, the problem of teaching listening is especially relevant. Without listening, verbal communication becomes impossible. Knowledge of a foreign language as a means of communication involves not only the ability to express your thoughts, feelings, intentions, but also the ability to understand the speech of other people, both in person and on radio, television, etc. Accuracy and completeness of perception of the received information largely determines the subsequent actions of the participants in communication, their reaction.

Consequently, teaching listening, as an independent type of speech activity, is one of the most important learning goals. In the context of the communicative orientation of teaching students a foreign language and in accordance with the main goal of teaching a foreign language at school - the formation of communicative competence, i.e. ability and willingness to carry out interpersonal and intercultural communication - the problem of teaching listening is especially relevant. The communication process is impossible if its participants do not have the skills and abilities of perception, comprehension and critical processing of the sounding material, the auditory memory is not developed, and there is no interest in acquiring new information. That is why the problem of teaching the understanding of foreign language speech as one of the





types of speech activity is constantly in the focus of methodological research and is relevant in the light of the formation of communicative competence in students. Analysis of the methodological literature shows that of the four types of speech activity: speaking, reading, listening and writing, listening accounts for the least amount of time spent in a foreign language lesson, although from the point of view of practical knowledge of a foreign language, listening occupies a position no less important than speaking.

Listening is the only type of speech activity in which nothing depends on the person performing it. The listener, unlike the one reading, writing or speaking, is powerless to change anything in the activity being performed, to facilitate it, to reduce difficulties, to adapt the conditions for the flow of information to his capabilities, etc. In addition to real or educational communication, the entire process of mastering a foreign language and the development of speech skills is carried out mainly through listening. That is why listening should be better developed than other skills.

Methods:

To achieve our goals, the following research methods were used:

- 1) Analysis of psychological, pedagogical and methodological literature;
- 2) Study of advanced teaching experience;
- 3) An experiment to test the proposed set of tasks;
- 4) Processing the results of the experiment.

Based on the above stated goals and objectives of the study, we developed the following hypothesis: the quality of students' skills and abilities depends on their active use in the lesson. Therefore, if you use special a set of tasks for enhancing the activity of schoolchildren in learning listening, the percentage of perceived information will increase, which will lead to more free participation in communication in a foreign language. The practical value of the study lies in the development of a complex tasks taking into account typical mistakes when performing tasks in the section "Listening". The theoretical value of the work is to clarify the theoretical the foundations of the formation and improvement of students' auditory skills in senior stage of teaching English. In recent years, a serious theoretical search has been conducted in the study of this complex process. The problem of listening is increasingly attracting the attention of methodologists, because analysis of the methodological literature shows that out of the four types of speech activity (speaking, reading, listening, writing), listening is given less time in a foreign lesson language, and the general educational institution has a goal not only to form the foreign language communicative competence of students, but also prepare senior students for



the State Exam, of which listening is an integral part. According to the study of foreign languages should provide: ideas about the role of language in human life, society, state; introduction through the study of the Russian and native (non-Russian) language, foreign language and literature to the values of national and world culture; the ability to communicate freely in various forms and on different topics; free use of vocabulary; formation of the skills of writing texts on various topics in Russian and native (non-Russian) languages and on the studied problems in a foreign language, including those demonstrating the creative abilities of students; the formation of a stable interest in reading as a means of learning about other cultures, respecting them; skills of various types of analysis of literary works. The requirements of the law on education of the second generation, along with other personal, meta subject and subject results of the educational process, imply: socialization; expansion of general linguistic outlook, development of cognitive, emotional and volitional spheres; mastering rules of speech behavior and linguistic

concepts necessary to master speaking in a foreign language, expanding the linguistic horizons; shaping friendly attitude and tolerance to native speakers of another language based on their acquaintance with the life of their peers in other countries, with children's folklore. Based on the highlighted requirements, we are able to designate the following features of teaching listening in English lessons: authentic texts as close as possible to life situations; the use of topics and plots close to the interests of the age group; the use of the studied grammatical structures and lexical means in the listened text.

Listening receptive speech activities; semantic perception oral communication. Listening consists of simultaneous perception of the linguistic form and understanding of the content of the statement. According to the study of foreign languages should provide: ideas about the role of language in human life, society, state; introduction through the study of the Russian and native (non-Russian) language, foreign language and literature to the values of national and world culture; the ability to communicate freely in various forms and on different topics; free use of vocabulary; formation of the skills of writing texts on various topics in Russian and native (non-Russian) languages and on the studied problems in a foreign language, including those demonstrating the creative abilities of students; the formation of a stable interest in reading as a means of learning about other cultures, respecting them; skills of various types of analysis of literary works. The requirements of the law on education of the second generation, along with other personal, meta subject and subject results of the educational process, imply: socialization; expansion of general





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authentic texts as close as possible to life situations; the use of topics and plots close to the interests of the age group; the use of the studied grammatical structures and lexical means in the listened text. Listening is a receptive type of speech activity; semantic perception oral communication. Listening consists of the simultaneous perception of the linguistic form and understanding of the content of the utterance.

Results:

It became obvious the importance and relevance problems of teaching listening. Despite the fact that a number of studies have appeared on the analysis of the psycholinguistic aspects of the perception and understanding of speech by ear, methods of forming this skill, the influence of the conditions of the course of This can be explained by two reasons:

The first reason is that for a long time, listening was perceived by methodologists as a specific type of speech activity, as a special purpose of learning, but it was considered a passive process and a side the product of speaking. The opinion was very widespread that auditory skills arise spontaneously without special purposeful training. It is for this reason that listening in foreign language lessons used only occasionally, in situations that are far from authentic.

The second reason is poor awareness teachers of psychological and linguistic listening difficulties, ignorance of possible ways to overcome them. However, practice shows that the understanding of a foreign language should be taught specifically, since listening in a foreign language is a very complex mental activity and has its own specific characteristics, while the formation of auditory skills is an important condition. effective communication in a foreign language.

Many methodologists and psychologists have considered in their works the problems associated with teaching the perception of a foreign language by ear. This is L.M. Apatova, I.A. Beam, M.L. Weisburd, N.I. Gez, N.V. Elukhina, I.A. Winter, T.V. Latareva, V.P. Natalyin, E.I. Passov, N.N. Prussians and many others.

Among foreign authors, mention should be made of D. Brown, J. Emer, J. Harmer, whose techniques, despite their high efficiency, are unknown.





most of Russian teachers. L.M. Apatova and Z.A. Kochkin for the first time divorced the concepts of "listening" and "listening", indicating that listening, in addition to listening to speech, offers also comprehension of what was heard. [Kochkina 1966] I.L. Beam singled out the following types of listening: listening with a full understanding of what was heard and listening with an understanding of the main content. [Beam 1984]. N.I. Guez has developed a system of exercises for teaching listening in advanced language classes. [Geuze 1982] H.B. Elukhina highlighted the main components of listening skills and proposed a system of exercises aimed at their development. [Elukhina 2003] I.A. Winter and N.I. Zhinkin identified the main mechanisms of listening in psychological terms and identified the factors that contribute to success. perception of foreign language speech by ear. [Zhinkin 1982] E.I. Passov proposed communicative-oriented training and substantiated its necessity. [Passov 1991]. An experiment is a complex research method, which consists in the active intervention of the experimenter in the educational process in order to study it with pre-planned parameters and their conditions.

There are two types of experiment: laboratory and natural. We classify our practical research as a natural experiment, because it was carried out in real conditions for the test subjects with the allocation of control and experimental groups. The purpose of our experimental work was to test the reliability of the hypothesis that the use of a special set of tasks enhancing the activity of schoolchildren when teaching listening, will effectively affect the percentage of perceived information, which will lead to more free participation in communication in a foreign language. In accordance with the set goal and the hypothesis put forward, we formulated the following tasks of the experimental work:

1. Determination of the stages of the experimental work;
2. Revealing the level of formation of skills in working with listening in students in senior education;
3. Selection of the main parameters for checking the results of experimental work;
4. Plausibility check our complex of tasks that allow you to improve the level of listening skills. organizing a pilot were guided by the following provisions:

The experimental work was carried out in natural conditions in accordance with the approved study program English language at the senior stage of education in secondary school;

The study suggested deliberate changes in the educational process in accordance with the purpose and hypothesis of the work;





Experimental work was aimed at studying the effectiveness of the developed complex aimed at developing listening skills at the senior stage learning. The experiment was carried out on the same contingent of students.

As a result of the research and study of the experience of methodologists, dealing with this problem, the following set of tasks was developed for teaching listening at an advanced stage. The system includes tasks for development of phonetic listening skills, tasks for the development of vocabulary listening skills, tasks for the development of grammatical listening skills, tasks for the development of working memory.

Discussion:

The real experimental work was carried out in the school of the city of Bukhara. The study involved 22 people: students of 10-B (1) and 10B (2) grades, among which at the first stage was allocated control (10V (1)) and experimental (10V (2)).

The conditions of the experiment were determined, consisting in the fact that when following the same program and participating in the experiment, a contingent of students approximately equal in knowledge, age and other indicators the experimental group will use the set of tasks developed by us to develop the listening skills of senior students. At the training stage of the experiment, the developed complex was actively used at lessons with the EG. We also identified the levels of formation of listening skills, according to which students of two grades were distributed according to the test results, and at the end of the experiment - according to the results of the testing. Fixed using the formula for calculating the efficiency coefficient, the difference in the results allowed us, at the generalizing stage of the experiment, to draw a conclusion about the effectiveness of the proposed complex assignments, and, therefore, talk about the confirmation put forward by us at the beginning experiment hypothesis that when using the developed by us a set of tasks for enhancing the activity of students in learning listening, the percentage of perceived information will increase. Thus, the goal and objectives of our research work were successfully achieved, and the hypothesis is confirmed experimentally.

Conclusion:

Nowadays, no teacher will doubt the statement that the problem of the effectiveness of teaching listening is one of the most relevant. Everyone needs to look for and use those methods and techniques that will be most effective in their work. In our study, we have presented only one view of the solution to this problem. Exploring various positions and approaches to solving this problem, we were able to conclude that the





formation of listening skills at the senior stage of teaching a foreign language is possible only if special set of tasks. The use of such complexes helps in creating a powerful motivational base, makes the process of mastering foreign language material more lively, interesting, problematic, convincing and emotional. The results convincingly show that the organization of such lessons greatly increases the interest of students in learning a foreign language in general and facilitates the acquisition of listening skills by students.

Thus, the purpose of this work, consisting in the development of a set of tasks that contribute to the development of listening skills in English and testing it in an experimental study, was achieved, which allows us to conclude about the effectiveness of the proposed set of tasks.

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