



TEACHING LISTENING IN ENGLISH LESSONS IN HIGHER EDUCATION

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Annotation: *The article is devoted to the issues of the process and methodology of mastering listening as a type of speech and learning activity in higher education. The specifics of teaching listening comprehension in English lessons in higher education, as well as the types of listening comprehension are investigated. An analysis of the technology of teaching listening in English is given, a system of auditive exercises in English lessons is considered.*

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Today, listening occupies a significant place in the methodology of teaching English. As you know, listening is a process of perception and understanding of foreign speech by ear. However, in order to master this type of speech activity, it is necessary to first master the phonetic structure of the language. After all, the correct and high-quality pronunciation of a word greatly helps to develop knowledge, skills and abilities in the field of listening. This is especially true among higher education students, since the younger age is most susceptible to learning the perception of sounding speech by ear, since the memory of a child aged 6-10 years is able to show various methods of memorizing the material being studied. And in addition to this is the cognitive activity of the child, who always tries to show interest in new types of learning. Unfortunately, despite the great need to study English phonetics, teachers cannot devote enough time to this section. In this regard, students have a poor understanding of the sounds of the language being studied, and therefore they do not pronounce and read words well, which leads to a poor-quality process of mastering listening. And since listening is inextricably linked with other productive and receptive types of speech activity, this certainly affects the lack of knowledge in reading, speaking and writing. Therefore, teachers should direct their English language teaching methodology more towards listening not only as a type of speech, but also as a learning activity, using all kinds of technologies and exercises for this to form auditory pronunciation and rhythmic intonation skills in English. Indeed, without mastering listening it is impossible to learn to speak the language at the level that is necessary at the present stage of development of society. Listening as a type of speech activity of great importance in teaching English is the logically constructed connection of listening with such types of speech activity as speaking, reading and writing. Let us consider in detail the system of mutual work of the above types.

Listening and speaking

Despite the fact that listening and speaking are related to different types of speech activity, both processes are interconnected in communication, and even more so in language



learning. This is explained by the fact that speaking is the oral expression of one's thoughts, while listening plays the role of the process of perception and understanding of these thoughts. Therefore, learning to speak is impossible without learning to listen.

Listening and reading

Reading in the educational process is the perception and comprehension of written speech. Having an understanding of what listening is, we can say that there are similarities and interactions between these types of receptive activities. Possession of listening skills helps to comprehend the read text. For example, when working on the rules for reading letters and transcription marks, teachers often use audio recordings with the correct pronunciation of the necessary phonemes, as a result of which children perceive the correct sounding speech and practice it in the process of reading.

Listening and writing

There is the closest relationship between listening and writing in the methodology of language teaching. Writing is the "graphic process" of listening. The results of listening to sounding speech by ear are transmitted through written speech. The simplest form of teaching listening comprehension with the help of writing is tasks in which you need to insert the missing words, phrases or sentences, according to the text you have listened to. A more complex form of education includes various types of dictation or written translation of authentic texts.

As you know, speech is the basis of thinking. Based on this, we can conclude that without mastering speech in all its forms (listening, reading, speaking and writing), it is impossible to either learn a foreign language yourself or teach it.

Types of listening

There is a wide variety of types of listening. Each of them has its own specific functions and manifests itself in different ways in different areas of education.

In foreign and domestic methods, the types of listening are divided depending on 1) the communicative setting (learning task); and 2) relationships with expressive speech.

Regarding the communicative attitude, which focuses on what should be the volume of speech perception by ear, the following stand out:

- listening with the extraction of basic information (skim listening);
- listening with a full understanding of the content and meaning (listening for detailed comprehension);
- listening with selective extraction of information (listening for partial comprehension);
- listening with critical assessment (critical listening)

The system of auditory exercises in English lessons

The system of auditory exercises in English, used to form and develop listening skills in primary school students, includes two subsystems of exercises: 1) preparatory (training); and 2) speech (communicative). Preparatory / training exercises are an important link in the entire system of exercises, although they do not play the role of speech activity, but create the basis and means for its implementation. These exercises are used to provide the technical side of listening, to eliminate the linguistic and psychological difficulties of



semantic perception, to develop the skills of logical and semantic processing of signs of a lower level - from words to micro texts. The most effective preparatory exercises for listening in English as practical work in the lesson is the following: Exercises for teaching speech hearing: listen to and repeat some couples of words, for example: law - low;

Listen to the pairs of sentences, write in a graphic key (on a card) "+", if sentences are identical, and "-", if they are different; define by ear the rhymed words, mark them with figures, for example: sort - pot - part - port.

Exercises for teaching probabilistic forecasting:

Listen to the row of adjectives (verbs), call the nouns which are used with them more often; call the word's meanings, formed from the known elements, for example: thankful, thankless (thank); listen to the row of speech formulas, call the situations in which they can be used (in a native or foreign language).

Exercises for the development of short-term and verbal-logical memory: listen to the row of insulated words, remember and reproduce from them belonging to the same subject; listen to two-three short phrases, connect them in the sentence. Exercises in recognizing realities and abbreviations by ear: listen to the phrases containing the realities; translate them (write the realities in the course of perception); listen to the text containing realities; group the realities understood by you (proper names, place names, names of establishments etc.).

Exercises in the development of word-formation and contextual guessing: listen to the row of verbs, form from them the nouns with a suffix -er, for example: to listen - listener; listen to the compound and derivative words formed of the known word-formation affixes, translate them (or explain their use in the sentence); determine the meaning of international words by the context and their sound form.

In general, the preparatory exercises are based on the physiological basis of thinking and perception perceived by the students, as a result of which all the necessary mechanisms of listening are formed and developed.

Speech / communication exercises contribute to the development of skills to perceive speech messages in conditions approaching natural speech communication (contact and distance).

The main speech exercises in listening in English are:

1. Exercises for teaching the perception of dialogical speech "from the outside", for example:

listen the dialog, make the similar on the same subject;

listen to the dialog's beginning, expand and add the last remark of one of the partners;

listen to the filmstrip, retell the talk of the characters.

Exercises for teaching the perception of dialogical speech when participating in a dialogue, for example:

- listen to the recorded questions. Give the detailed answers in the pause led out for this purpose;

- listen to the dialog's (polyglot's) beginning, continue it in the pair work;



•in process of dialog’s perception in the audio recording (or a film fragment), replace the remarks of one of the characters with synonymic expressions. Then reproduce the dialog in new variant in the pair work.

Exercises for teaching the perception of monologue speech, for example:

- listen to the text, answer the detailed questions;
- reproduce the heard with some modification of the beginning (the middle, the end);
- watch the film, explain its main idea.

Working with audio text implies a clear sequence in the actions of the teacher and students: preliminary briefing and preliminary task; the process of perception of audio text; comprehension tasks.

Let's give a classification of speech exercises with audio text:

Exercises before listening to the text. The purpose of these exercises is to prepare students for listening to an audio text, introduce them to text topics, update their knowledge and experience, create a motive for the upcoming work, and remove all kinds of difficulties.

Exercises in the process of listening to the text. While listening to an audio text, students should understand what its meaning and the communicative intention of the speaker are, keep in mind the information that they learned from the text and evaluate it.

Exercises after listening to the text. The task of post-text assignments is to involve students in dynamic creative activities, ways to control understanding and effective communication process. These are exercises of a textual nature (correct - incorrect, yes - no answers to questions, drawing up a plan, retelling, completion of the text, conversation, discussion, evaluation of the characters, their actions and the text itself.

Conclusion

Learning to listen is a fairly relevant process of teaching English, since without listening, verbal communication is impossible. The concept of listening includes the process of perceiving and understanding sounding speech by ear. The communicative feature of listening as a type of speech activity plays a major role in the first stage of teaching English. In addition, today, listening can be attributed to developmental learning. This is explained by the fact that the very process of listening to speech involves memorizing various types of texts, which improves memory and develops horizons; the use of metaphorical expressions, which trains attention, and, finally, the ability to listen and understand what is heard, which brings up attentiveness to the interlocutor.

Thus, all of the above allows us to fully appreciate the benefits of teaching listening in English lessons in higher education.

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