



TEACHING LISTENING SKILLS IN ENGLISH

Jumaeva Mukarrama

Student of Bachelor's Degree at Samarkand State Institute of Foreign Languages,
Foreign Language and literature: English language

Azimov Jasurbek

Student of Master's Degree at Samarkand State Institute of Foreign Languages,
Department of Linguistics: English Language

Saidov Kamoliddin

Major Reader of the Samarkand State Foreign Languages Initiative

Annotation

Teaching listening in English is just as difficult as understanding a foreign word, which is one of the main problems students face in the early stages of education. This problem is then solved by constantly practicing listening skills in English. Use listening comprehension in English as a separate learning process. As the number of words increases, listening in a foreign language increases the number of words. You can use a variety of audio materials to practice listening comprehension in English. Listening skills in English are studied through slow singing, simple texts, and volume of speech. In this article, we will go into more detail about the above.

Keywords: listening skills, speech speed, text, memory, audio materials, listening comprehension conditions, pauses, assessment tests.

Introduction: It is well known that listening comprehension, which is an integral part of verbal communication, requires students to have skills based on several basic psychological mechanisms:

- Short-term (operative) memory and long-term memory;
- Thinking;
- Anticipate events.

When a point is made, the listener's short-term memory helps to retain the formal meaning of the sentence being spoken, and we usually understand what the sentence is about from the first third or fourth word of the sentence we are hearing and can guess the ending. As soon as the speech is fully uttered, the process of translating the speech information heard in our minds from the verbal form to the human mental form (images, signs, concepts) begins. This process is accomplished by "dropping out" the unit of speech form stored in short-term memory and sealing the meaning extracted from it into long-term memory. That is why it is difficult for students to practice both listening and writing lectures at the same time. Before asking students to retell a lecture in the author's language, they should focus on the content of the speech. Before giving a talk, invite them to listen to the talk again.



Probably for this reason, IELTS listening comprehension tests are always based on visual: pictorial or graphic answers. This type of response is, in our view, due to the fact that visual responses make up a very small fraction of short-term memory speech content and are linked to visual information from the speech being listened to.

Understanding content is a very complex process, analyzing, synthesizing, comparing, distinguishing units of meaning, finding the difference between primary and secondary, separating facts from opinions, confirming or denying an opinion based on these facts, the speaker understanding a point of view is accomplished through a series of conscious practices, such as being able to evaluate the actions of the heroes being narrated. If we take a closer look at IELTS exams, we can see that they are based on examining how well these types of practices are developed in applicants.

Another characteristic of listening comprehension tests is that the listener speaks inwardly based on the information he or she receives from the listener. This is usually done in secret. During the listening process, the examiner may not even notice that he or she is speaking to himself or herself, retelling the information he or she is listening to. The better prepared the listener is, the faster he will be able to speak to himself. Speech is also observed when a person performs operations such as reading and writing. But when it comes to listening comprehension, the speed of speaking inside is of great importance. Insufficient internal speech speed can cause the listener to not be able to fully listen to the content of the speech being spoken.

It is safe to say that the ability to predict events in listening comprehension tests is critical to the success of tests. With the help of this psychological skill, one can guess the content of the whole text by reading a single title, understand the content of the speech before it reaches the end of the speech, and predict the course of events.

IELTS test takers should be reminded that the success of the IELTS listening comprehension test, which is the first part of the IELTS test, depends on the test takers' active movements during the pauses in the speech they are listening to. The point is, during pauses, in many cases, it is possible to predict the answer, to predict what will be said at the end of the sentence. As you continue to listen to the speech, all that remains is to check whether the estimated content is correct or incorrect. In other tasks, the answer options can be grouped.

It is known that there are a number of concepts that need special attention in the process of developing the ability to listen and understand speech in a foreign language. Listening comprehension focuses on three main groups of concepts:

A) Concepts related to the state and conditions of listening comprehension;

B) Concepts related to the perception of the component of speech being listened to;

The above concepts A and B are general concepts that form the basis of listening comprehension in any language, mother tongue or foreign language.

C) The form of speech being listened to, i.e. the concepts related to the language in which the speech is spoken.

We will look at these concepts in relation to their application in preparation for the IELTS exams.

Conditions of listening comprehension



Read assignments. IELTS tests provide very clear and simple assignments for test takers. One of the main tasks of the test takers is to make the most of the pauses during the listening comprehension tasks and try to read the test tasks and answer options as perfectly as possible. Often the problem is that test takers make the big mistake of taking pauses during listening comprehension tests as time given for rest.

Remember! Pause is the most active part of the test process, so use it to read test assignments carefully! It is also important to note that IELTS tests focus on the spiritual part of the speech, not the form of the speech. Exceptions may be for texts aimed at testing applicants' correct listening comprehension of English letters or numbers. Examples of such assignments include tests that include people's names, addresses, telephone numbers, street names, and house numbers (the house number should always be written before the street name, and the street name and the words "Street" should always be written in capital letters).

The listening comprehension test, which at first glance may seem simple, requires a great deal of preparation. Because test assignments are broadcast only once and much faster.

In the early stages of learning, we teach learners to distinguish such information from the content of speech by performing exercises on writing numbers, letters, addresses, telephone and house numbers, and street names. Audio speeches designed to test the listening comprehension skills that are part of the IELTS exams are provided in a clear, high-quality manner and free from any random, excessive noise. However, sometimes test takers may be required to identify important information in a noisy environment. For example, in a noisy train station or airport setting, an auditor may be able to hear a train or platform number, the desired flight or terminal number, which is important to hear from a dispatcher who is barely audible. This type of listening comprehension exercise is widely used in modern IELTS test preparation manuals, particularly in the Headway series of IELTS manuals.

Exercises to learn how to distinguish words, letters, or numbers from the content of the speech being listened to can be taught to students individually or in groups. In group-based instruction, students may be asked to listen to a specific audio presentation, either individually or in pairs, and to distinguish between the alphanumeric information provided. In the early stages of training, even in groups of students with a high level of knowledge, the process of separating numerical or alphanumeric information, which requires attention in speech, requires longer pauses and slowdowns. However, during the sessions, students become accustomed to listening comprehension in English, and over time their speech comprehension levels reach perfection that fully meets the requirements of audio speech speed provided for listening in real IELTS exams.

In the process of learning a foreign language, we not only learn the linguistic aspects of the language, but also the cultural system that is foreign to us in some way. Therefore, a lack of knowledge of the culture and customs of the country where the language is being studied can be a major obstacle to passing the listening comprehension test. Therefore, in the process of teaching listening comprehension, it is necessary to pay attention to the cultural aspects of the language.



Conclusion

In short, listening comprehension should be a comprehensive exercise. Its coverage of a wide range of concepts in a foreign language is an important factor in helping learners achieve better results.

Here are some ways in which you can do this:

- 1) Read English books, magazines, newspapers;
- 2) Make sentences without paying attention to the translation;
- 3) Record in audio mode and listen again;
- 4) Use mobile applications;
- 5) Start listening to music;
- 6) The golden rule of learning a foreign language is to read a lot.

Remember, without this skill, you will not be successful enough in oral and written tests. Mobile devices and applications are endless opportunities for those who want to learn English. At a time when technological progress is accelerating at lightning speed, it is entirely up to you to take advantage of this opportunity. When you return home from school or work, memorizing words with a number of free apps downloaded to your phone will improve your reading and comprehension skills.

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