

LISTENING AS A GOAL AND A MEANS OF LEARNING

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Abstract. *This article is dedicated to the that oral communication consists of speaking and listening, which is called listening in the methodology. Listening refers only to the acoustic perception of a sound pattern, and listening is the process of perceiving sounding speech, in addition to listening, which also involves hearing, understanding and interpreting audibly perceived information. Listening acts as an independent type of speech activity in cases where a person listens to: various announcements, radio and television news, various instructions and assignments, lectures, stories of interlocutors, performances by actors, a telephone conversation interlocutor.*

Keywords: *listening, task-based, communication, teaching, students, foreign, language, speech.*

The term 'Listening comprehension' – in foreign methodology was introduced into the domestic methodology not so long ago and means the process of perceiving and understanding speech by ear. Listening is a receptive type of speech activity, which is the simultaneous perception and understanding of speech by ear.

Listening, along with speaking, provides the opportunity to communicate in a foreign language. Unlike speaking, listening is a receptive type of speech activity. The main form of its course – internal, unexpressed. Nevertheless, the listener uses feedback channels to influence the act of communication. His reaction (facial expressions, gestures, laughter, remarks) have an immediate effect on the speaker's speech. Listening is thus a reactive type of speech activity. It can be direct (dialogical communication, listening to oral statements of speakers in the audience) and indirect (listening to radio and television broadcasts). Since speech communication is a two-way process, underestimating listening skills can have an extremely negative impact on language training schoolchildren. Teaching students to understand spoken language is one of the most important learning goals.

Oral communication consists of speaking and listening, which is called listening in the methodology. The concepts of "listening" and "listening" are not synonymous. Listening refers only to the acoustic perception of a sound pattern, and listening is the process of perceiving sounding speech, in addition to listening, which also involves hearing, understanding and interpreting audibly perceived information.

Listening acts as an independent type of speech activity in cases where a person listens to: various announcements, radio and television news, various instructions and assignments, lectures, stories of interlocutors, performances by actors, a telephone conversation interlocutor.

Often, in addition to hearing speech, a person performs other actions: observes, speaks, writes, but in most cases, in order to function adequately in a particular situation, it is necessary to understand what you hear.

It is almost impossible to form only one speech or language skill in a foreign language lesson. Working with audio texts, lexical, grammatical, and phonetic skills are simultaneously practiced. Audio texts provide information for discussion, which, in turn, implies further development of speaking and writing skills. In this case, listening is a means of learning. Listening as a means of learning provides students with new language and speech material, acts as a means of forming skills and abilities in all other types of speech activity, helps to maintain the achieved level of speech proficiency, forms auditory skills. Draw a clear line between listening as a goal and

It is difficult to use a learning tool, since in real practice these two functions are closely intertwined. Listening is one of the most difficult types of speech activity: it is characterized by a one-time presentation; the listener is unable to change anything, cannot adapt the speaker's speech to his level of understanding; there are a number of objective difficulties that prevent understanding speech from the first times: difficulties due to listening conditions; difficulties due to individual characteristics of the speech source; difficulties caused by the linguistic peculiarities of the perceived material.

The first group of difficulties includes external noise, interference, and poor acoustics. Research has proven that if the source of speech is visible, then the percentage of speech comprehension from hearing will be much higher than in its visual absence. Facial expressions, gestures, lip movements and just eye contact contribute to a better understanding of speech. The one-time and short-term presentation of information requires a quick reaction from the listener when perceiving the sounding text. The tempo set by the speaker cannot be adjusted by the listener. The fast pace of presenting information always makes it difficult to perceive it. It is established that such a tempo of the auditable speech is optimal for the listener, which corresponds to the tempo of his own speaking. However, the pace of a student's speech in a foreign language is always very slow, so presenting audio texts at such a pace is impractical. The natural pace will seem too fast for students and may become an obstacle to understanding. Overcoming this serious difficulty of listening can also be done while maintaining the average pace of natural foreign language speech, but on condition that there are pauses between phrases to facilitate understanding at the initial stage. Such pauses without distorting the correct intonation pattern of the phrase, without reducing the absolute tempo of speech, allows the auditor to eliminate the lag in internal pronunciation. Proper use of audio cassettes in the lesson will help prepare students for situations of real communication and remove possible difficulties.

The second group of difficulties includes features of diction, timbre, pauses, articulation disorders (burr, lisp, stuttering), age characteristics, various accents and dialects. It is very important that students have the opportunity to listen to both male and female voices in a foreign language. If they only listen to their teacher, then there is a danger that they will not be able to understand people of the opposite sex purely psychologically. It is also important that foreign language learners have the opportunity to listen to people of different ages. It is believed that those who understand children under 5 years of age in a foreign language, listen at the level of native speakers. The difficulties of the third group include the use of a large number of unfamiliar vocabulary idiomatic expressions, colloquial formulas, special terms, abbreviations.

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