

THE ROLE OF LISTENING IN TEACHING ENGLISH

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Annotation

The main purpose of the English language is to form communicative competence. Language is a means of communication in two forms: oral (listening and speaking) and written (reading and writing). In this article we will focus on listening as an integral part of teaching English. Listening is one of the most relevant topics in the modern methodology of teaching English, since without listening, verbal communication is impossible.

Key words

listening, speaking, semantic perception, abstraction, audio text, cliché.

Language is the most important means of communication, without which the existence and development of human society is impossible. The changes taking place today in social relations, means of communication (the use of new information technologies) require increasing the communicative competence of students, improving their philological training. The main purpose of the English language is to form communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers [1, 327]. It is known that language is a means of communication in two forms: oral (listening and speaking) and written (reading and writing). It is these four types of speech activity that are present in the teacher's field of vision. Let us dwell on listening as an integral part of teaching English. Listening at the initial stage of learning is one of the most relevant topics in the modern methodology of teaching English, since speech communication is impossible without listening.

Listening (understanding of speech perceived by ear) is the basis of communication, mastering communication begins with it. Listening can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activity [2, 129]. For example, when watching a movie, TV show, using the Internet, listening to a radio show. Sufficient mastery of listening as a type of speech activity not only allows, but also stimulates independent viewing of films and TV shows in English.

The main mental processes that are involved in listening are the following: memory, imagination, perception and thinking. Thus, by activating these features of the human psyche, we simultaneously develop them, which is a fundamental factor in the comprehensive development of the individual. And, therefore, listening can be considered an integral part of developmental learning.

The semantic perception of speech by ear affects such concepts as analysis, comparison, abstraction, concretization, and others. Characterizing the essence of perception (auditory and visual), it is necessary to strictly distinguish between two concepts: perception and recognition. The value of inner speech for understanding is very great, it makes it possible to perceive speech messages, predict and generalize. At the initial stage of education inner speech is especially intensive, and it can be considered as the main and necessary component of auditory perception. Speaking and listening are two interrelated aspects of oral speech. Listening is not only the reception of a message, but also the preparation in inner speech of a response to what is heard. Listening is not only a goal, but also a means of learning. It makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody. Through listening at the initial stage, the lexical side of the language and its grammatical structure are mastered.

In the process of mastering listening comprehension in English, students encounter a number of linguistic difficulties: phonetic, lexical, grammatical. In the first grade, it is especially difficult, for example, to distinguish sounds by ear: [g - e], [o: - e], [e - ɪ], [ɪ - ɪ]. Knowing this, the teacher uses exercises that remove such difficulties. It teaches students to distinguish sounds in isolation and in combinations, to hear the difference in pronunciation [b], [ʃ], [b] and [p], to hear longitude and brevity, to recognize the quantitative and qualitative characteristics of sounds, rhythm, stress and their meaningful function [3, 88].

The first and most necessary condition for the formation of students' understanding of English speech is the teacher conducting a lesson in English. Hence, great demands are placed on the speech of the teacher.

Listening is used as a means of introducing students to new language or speech material. To organize an acquaintance with new material means to show students the meaning, form and use of it. So, when getting acquainted with a new vocabulary, in order to master the form, it is necessary to repeatedly perceive it by students; to understand the meaning, you can use a non-translational method of revealing the meaning and only, if necessary, a translation; For illustrations of the use of a new word are necessary situations. It is much easier to do this if the

student feels the need to express his thoughts and perceive oral material, whether it be audio material or an oral statement by a teacher or classmate.

In addition to familiarization, listening is also used in organizing the training of students in mastering the material. Training exercises for the formation of listening can be divided into five groups: 1. Exercises aimed at removing linguistic difficulties; 2. Exercises aimed at developing auditory memory; 3. Exercises aimed at developing the attention of students; 4. Exercises aimed at developing the imagination; 5. Exercises aimed at developing logical thinking [4, 31].

The volume of a voice message depends on many factors and is not a stable value. You can only talk about the minimum or maximum size of the audio text and determine it not by the number of words or sentences, but by the duration of the sound. Such a measurement is convenient for planning classes, for the correct distribution of time for various types of speech activities.

In real life, we listen for different purposes. Therefore, it is important to teach students to listen in English as well, to help them understand how to listen effectively and how to highlight the right information.

The most important rule for such tasks is to show the students the task before listening! This will help them focus on the task at hand and make it easier to understand the audio.

Tasks for understanding the general meaning

The first listening is usually given for a general understanding of the meaning - listening for gist. The tasks for this step boil down to testing your guess about the passage, as well as answering a couple of simple questions about the text.

The difficulty of the task may change with the level of students. For beginner levels, you can start with simple questions: "Who is speaking? Where are they? What are we talking about?"

Typical questions for this stage:

What problem are they discussing?

What does the speaker think of the topic?

Look at the pictures. Who are the speakers talking about?

If the gist assignments are not in your textbook, be sure to invent them yourself. This type of task is great for helping students stop being afraid of not understanding something in audio.

Tasks for detailed listening

The following tasks are given for a more detailed understanding of the meaning, and here you have every opportunity to experiment with formats and

interesting activities. In addition to the usual list of questions for understanding and the banal True / False task, tasks for detailed understanding can be as follows.

Correct the errors

The most popular two types of this task: with a script and without a script.

The first option is to take the audio snippet script and include errors and inconsistencies in the script. Have students listen to the audio and correct errors in the script.

Option 2: Make up a dozen incorrect statements related to the content of the audio fragment, write them on the board or distribute separate lists to students on slips of paper and ask them to listen to the audio and correct the statements.

Gap filling

Another way to work with a script. Cut out individual words or expressions from the script. Depending on the learning goal of the lesson, gaps can be new words (target vocabulary) that students need to hear in audio, or new grammatical structures (target grammar).

The task is great for working with songs and poems. The same task can be used as a pre-listening task, giving students the opportunity to guess what should be in the gaps, and then listen and check themselves.

Definitions

Create a list of words or expressions that will appear in the audio. Try to choose words and expressions whose meaning will become clear from the context of the audio. Students are invited to listen to the audio and guess the meaning of words and expressions from the context.

Another kind of task is to offer students a list of synonyms or antonyms for the words they hear in the audio. Their task is to choose either words that are close in meaning, or opposite, from those that will sound in the audio.

Bingo

Classic game. Students draw a 3X3 or 4X4 grid. A list of words (from the passage) is written on the board. Pupils choose words from the list and write them in their grids. Task: Listen to the audio and cross out the words in the bars that they hear. Who crossed out the words in a line, that bingo! This is a great way to teach students the skill of selective listening.

Listening for inferences

Another type of assignment for the second or even third audition.

Making inferences

The purpose of this activity is to teach students to listen between the lines. After checking the understanding of the general meaning of the text and the necessary details, ask the students questions of the following plan:

Are the three students' strangers or friends?

How does Lucia feel about her exam?

Do the three students agree on the qualities for leaders?

Students should listen to the passage again and understand what the mood of the speakers is, what they really think and feel. It is easy to come up with such a task yourself if your textbook does not provide for it.

What's next?

If the audio has a coherent story, while listening, you can pause the audio at certain inflection points and ask students to predict what will happen next. This type of task helps motivate students to listen carefully and also activates the necessary vocabulary to understand the audio.

These are just some of the tasks that can be used while listening. There are many more and the choice, as always, is yours.

An interesting feature of learning when using audio tools is the fact that replicas, phrases of speech etiquette (what is usually given in the form of a "cliché" and remembered as a result of repeated repetition) in different listening situations make a great impression on students and are assimilated involuntarily, easier to consolidate and remain in memory in the desired intonation and fast pace of speech. The success of listening depends, on the one hand, on the listener himself (on the degree of development of speech hearing, memory, on his attention, interest, etc.), on the other hand, on the conditions of perception (number and form of presentation, sound duration) and, finally, from linguistic features - the linguistic and structural-compositional complexities of speech messages and their correspondence to the speech experience and knowledge of students.

As mentioned above, listening is the basis of communication, mastering oral communication begins with it. Possession of such a type of speech activity as listening allows a person to understand what is being told to him and adequately respond to what is said helps to correctly state his answer to the opponent, which is the basis of dialogical speech. In this case, listening teaches the culture of speech: listen to the interlocutor carefully and always listen to the end, which is important not only when speaking in English, but also in your native language. At the present stage, listening is included in all exams for the level of English proficiency, representing international certificates IELTS, TOEFL, CEFR and others.

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