

## THE METHODS OF TEACHING LISTENING SKILLS AND DEVELOPMENT OF SYSTEM OF EXERCISES

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### ABSTRACT

*Listening skills and abilities are developed in the process of working with different types of listening materials and, first of all, with specially selected texts designed to develop this skill. Teaching listening involves working on two functional types of this type of speech activity: listening to (dialogical) communication (face-to-face communication) and listening to the process of direct coherent texts in conditions of indirect communication. Therefore, it is valuable that students should be given more complex tasks - to master three types of listening (detailed, global and selective), while the texts must be authentic: television and radio programs of various genres, television and video films of educational, regional studies, journalistic nature. greater degree of information richness.*

**KEYWORDS:** *Listening Skills, Speech, Interaction, Linguistic, Descriptive, Narrative, Simultaneous, Communicative-Cognitive, Speech Activity, Verbal-Logical, Pedagogical Functions*

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### INTRODUCTION

In the practical course of teaching English in universities, listening (audition) is present as a goal and as a means of learning. The goal of learning to listen is determined by the general objectives of the course and the stage of learning. So the tasks of the 2nd stage of education include the development of listening skills: a global, detailed selective understanding of speech. Acting in the educational process as a means of learning, listening, in addition to its main, proper communicative, role, performs many pedagogical functions. It stimulates the speech activity of students, provides management of the learning process, used to introduce students to additional language, speech and regional studies material, acts as a means of developing skills and abilities in all types of speech activity, helps to maintain the achieved level of speech proficiency, increases the effectiveness of feedback and self-control. The problem of developing exercises and their classification is the most relevant in practical terms and the most difficult in theoretical terms. Sufficient attention is paid to this problem in the methodological literature, because there are many literatures of the writers, especially significant among them are: M.S. Ilyin; V.L. Skalkin ; B.A.Lapilus; S.V. Shatilov.

### LITERATURE REVIEW

Under the system of exercises following S.F. Shatilov we understand “the totality of the necessary types and varieties of exercises performed in such a sequence and in such a quantity

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that take into account the patterns of formation of skills and abilities in various types of speech activity of their interaction and provide an extremely high level of mastery of a foreign language in given conditions. Therefore, the system of exercises is understood as the organization of interrelated actions, arranged in order of increasing linguistic and operational difficulties, taking into account the sequence of development of speech skills and abilities in various types of speech activity. According to the opinion of the methodologists (N.I. Gez, G.V. Rogova and others), when developing systems of exercises for listening usually we should take into account the following:

- 1) the interaction of listening and speaking as two forms of oral communication;
- 2) the interaction of their speech exercises, and the sequence of execution depend on the language training of students and their speech experience, in particular, in the field of listening comprehension;
- 3) a gradual increase in difficulty, which will allow guarantee the feasibility of performing exercises at different stages of training.

N.B.Parasva (2001.62) rightly emphasizes that "the system of exercises in listening is a set of necessary groups and types of exercises that are performed in a certain sequence and in sufficient quantity to form listening skills and abilities." The level of maturity of listening (completeness, accuracy, depth of understanding speech) for 2nd year students depends on how well they have developed listening mechanisms and from the formation of their skills overcome the many difficulties that accompany the process of oral reception. In teaching methods, it has already become an axiom that the sequence of development of skills and abilities of listening to speech is realized by a hierarchical division into two exercises which are subsystems: preparatory (linguistic) and speech, splitting into groups: exercises to remove the linguistic difficulties of listening, exercises to eliminate the psychological difficulties of listening), which in turn include various types of exercises.

## **MATERIALS AND METHODS**

Increasing the amount of memory is one of the essential tasks of preparatory exercises. Such exercises involve an increase in the amount of information held in memory, an enlargement of operational memory units. The second group is speech exercises, which essentially represent a controlled speech activity, because they provide listening practice based on the comprehensive overcoming of auditory difficulties. Listening exercises, especially for junior students, should take into account the close interaction of listening with speaking as two forms of oral speech and listening with reading as two types of receptive activity.

The purpose of the preparatory exercises is to preliminarily (before listening to the text) remove difficulties of a linguistic or psychological nature, which will allow the auditor to focus on the perception of the content. Taking into account the factors affecting the perception of speech messages in preparatory exercises can be divided into two groups:

- 1) Exercises aimed at removing the difficulties of linguistic character
- 2) Exercises aimed at overcoming the difficulties of psychological character.

As a result of performing exercises of the 1st group, the following skills: 1) isolating speech phenomena, differentiation and understanding; 2) correlation of sound patterns with semantics; 3)

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determining the meaning of words (using word-building guesses); 4) determination of the contextual meaning of various lexical units and grammatical constructions; 5) recognition and comprehension of synonymous antonymic phenomena and etc.

The second group of preparatory exercises contributes to the development of: 1) predictive skills; 2) the volume of short-term and verbal-logical memory;

3) the mechanism of equivalent substitutions; 4) speech hearing; 5) the ability to curtail (reduce) inner speech, etc.

Speech exercises contribute to the development of skills to perceive speech messages in conditions approaching natural speech communication. They teach:

- a) To determine the most informative parts of the message:
- b) To address gaps in understanding through text-level prediction:
- c) To correlate the text with the situation of communication:
- d) To divide the audio text into semantic pieces and determine the main idea in each of them:
- e) To record the main part of the information in writing.

According to N.S. Ozhegova, the exercises should be performed constantly at a pace controlled by the teacher: students must observe a certain pace during internal pronunciation, when finding distributors and the pace of pronunciation and anticipation should constantly increase.

In the methodology of teaching a foreign language, there is another classification of exercises from the standpoint of the semantic perception of speech (A.L. Berdichesky, I.F. Komkov) in content they are identical to those mentioned earlier. In this case, its two levels are distinguished: successive and simultaneous. The first level is associated with understanding not only the content of speech, but also its form, as well. Therefore, with the overcoming of phonetic and lexicogrammatical difficulties; the second - with overcoming the difficulties of content as well as semantic and psychological plans. In this case, there are two main types of exercises for teaching listening: training communicative (to overcome the language difficulties of listening) and communicative-cognitive (to teach the semantic perception of speech). Basic characteristic of training and communication exercises is that the content of the statement in them is predetermined. Students' attention is mainly focused on language phenomena.

Communicative-cognitive exercises involve operating with learned language material in a speech situation imitating conditions of natural communication. These two types of exercises are closely related. Their length and compatibility depend on the stage of training, the complexity of the educational material and specific practical task. The purpose of training and communicative exercises is to develop understanding of the language form of a dialogical and monologue message, that is, something that could make it difficult to perceive and understand. This type of exercise is built on the level of the meaning of words, phrases, phrases, simple statements. Statements can represent one or two dialogic units, two or three logically connected sentences. Training and communication exercises are a necessary step for teaching speech perception at the level of meaning. Communicative-cognitive exercises are built on the material of a coherent dialogic or monologue text within the framework determined by the situation of the utterance. It should be noted that a significant part of the training communicative exercises for listening can

be performed outside the classroom, i.e. when working independently. Perception foreign language speech in conditions of natural communication presupposes the presence of highly automated skills and abilities, which include: a) isolating the speech message of unfamiliar phenomena, their differentiation and understanding; b) identification of dialogical monologue speech messages in various conditions of their presentation; c) retention in the working memory of statements of various lengths and of various volumes; d) correlation of sound images with the semantic meaning of speech units.

In system of training and communication exercises intended for teaching listening, the same types of exercises are distinguished as for teaching speaking. The difference between them lies in the fact that the former aim to teach the receptive side of speech activity, and the latter - reproductive and productive. Training and communication exercises are represented by the following types: simulation (simple, extended and selective reproduction), differentiation (contrast, simple extended reproduction), substitution (with different levels of substitution elements), transformational (form transformation. time, person and number, expansion and connection suggestions). Thus, in the methodology of teaching a foreign language there is a large arsenal of exercises for developing listening skills and abilities that can be applied in the methodology we propose.

Texts can be descriptive, narrative and dialogical. Narrative texts, in turn, may contain some entertaining plot. The content of the texts can be either close to the interests of students, or completely new, sometimes unexpected. Depending on these and a number of other features, when selecting the material of the listening training program, the principle of gradation of difficulties should be observed, offering the student material that gradually becomes more complicated, in which intermediate links are observed.

It is known that oral speech appears in two forms - monologue and dialogic - and each of these two forms of oral speech requires its own system of exercises when teaching listening. The main task of students in the perception of monologue speech is to realize and determine the circle of events, the thread of the story, to link the main idea and the most important details of the message, etc. At the same time, listening to monologue speech is somewhat easier than dialogic Zh.I. Manuelian. Students should direct their thoughts to the perception of a particular text, students can easily guess what will be discussed next may anticipate events.

S. Chpudron believes that in order to perceive and understand texts of a narrative nature, it is also necessary to teach students to highlight the facts referred to in the message; to separate one episode from another; to observe the sequence of actions; to highlight the ideas expressed in the speech; to separate the main from the secondary; to guess the possible content of the utterance. For the perception of texts of an authentic nature, substantive and logical understanding may not be enough. A deep and accurate understanding of what is heard involves penetration into what is expressed in the story not straightforwardly, but indirectly, allegorically, with the help of artistic means and intonation. In this case, we can talk about understanding the implicit meaning of the statement and understanding the expressiveness of speech, which is a prerequisite for revealing the subtext.

The types of work on the form and content of the material, on individual difficulties and a complex of difficulties depend on the nature of the texts. Descriptive texts tend to be less interesting and emotional, therefore, when listening to them, it is necessary to keep a certain

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amount of detail in memory. It is possible that these details relate to a little-known area. Then the understanding of the text is even more complicated. At the same time, if the content of these texts is close to the experience of students, then, as a rule, they do not cause difficulties. The nature of the description is also important: what is of greatest interest - a subject or qualitative description.

## CONCLUSION

The perception of speech of a dialogic nature is complicated by the fact that such speech contains six or more replicas. Some methodologists believe that when teaching foreign speech listening comprehension, one should start training with monologue speech and gradually move on to dialogic speech listening. At the same time, it is necessary to take into account the features of various texts and the skills that students should develop.

For listening to texts of a descriptive nature, it is very important to develop students' verbal understanding of speech, that is, to teach them to recognize and understand speech units with the lexical content in which they were previously encountered:

- a) In a familiar environment;
- b) In a new environment; to teach to differentiate similar words speech patterns based on the context.

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