

THE ROLE OF TEACHING LISTENING AT SCHOOL

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ABSTRACT

In this article the activities of listening are explained. There are some ways of improving listening skill.

Keywords: audio cassettes, «intuitive», point, periodically, recombination, open discussions, pre-viewing, critique.

ANNOTATSIYA

Mazkur tadqiqot jarayonida eshitib tushunish mashqlari haqida soʻz yuritiladi. Uni rivojlantirish uchun baʼzi koʻrsatmalar va metodlar tasnifi yetarlicha tahlil qilib oʻtildi.

Kalit soʻzlar: audio kassetalar, "intuitiv", nuqta, davriy, rekombinatsiya, ochiq muhokamalar, oldindan koʻrish, tanqid

АННОТАЦИЯ

В ходе этого исследования обсуждаются упражнения на понимание на слух. Для его разработки достаточно проанализированы некоторые инструкции и классификации методов.

Ключевые слова: аудиокассеты, «интуитивный», точечный, периодический, рекомбинация, открытое обсуждение, превью, критика.

INTRODUCTION

Listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you will avoid conflict and misunderstanding. All of these are necessary for workplace success. Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others. The way to become a better listener is to practice 'active listening'. This is where you make a conscious effort to hear not only the words that another person is saying but also, more importantly, try to understand the complete message being sent. In order to do this you must pay attention to the other person very carefully. You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you will make when the other person stops speaking. .

As we know, any language is learnt in four directions: writing, reading, speaking and listening. One cannot be the best learner without any of them. At first, letters then words after then phrases and sentences create in one's mind.

DISCUSSION AND RESULTS

Using audio cassettes, prepare recordings, two to three minutes in length, of foreign accents; this can be done individually or in pair or groups. The recordings should consist of short interviews with speakers who are not very proficient in the target language. In a country where the target language is not locally spoken, it makes sense to use as interviewees natives of this country, but other accents may be use in addition.

It is, of course, much easier just to ask people to read aloud in order to make the recording, but resist the temptation! There are various reasons for this: someone reading aloud has time to think consciously about how they are speaking, and we are looking for «intuitive» pronunciation; the reading passage may include words the interviewee does not know; and perception of spelling affects pronunciation. Improvised speech produces much better samples, which may later, incidentally, be used to examine lexical and grammatical errors. If you find it difficult to think of questions for an interview, the interviewee can be asked to describe a picture, or retell a well-known story. If you have not made such recordings before, make a brief trial recording of a few seconds and play it back in order to check that you have the distance, volume, microphone and so on properly adjusted. Begin the actual interview only when you are sure getting a clear recording.

Within the dialogue-pattern drill, approach the teacher can take following steps to emphasize listening comprehension:

1. Present the dialogue as a story, in the foreign language, using simple language. Explain the meaning of some of the new words and expressions that will appear in the dialogue through gestures, visual aids, use of synonyms, paraphrasing, etc. The idea, at this point, is not to teach the exact meaning of every new linguistic element in the dialogue, but rather to convey the general idea of the content in story form. Further, in order to provide additional listening comprehension practice, embellish the story by making up facts about the characters, which are not in the dialogue, using only previously learned vocabulary.

2. Present the dialogue orally, acting out the various roles. Point to stick figures on the chalkboard, drawings, or cutouts on a flannel board to make clear to students at all times which character is speaking. Stop to get across meanings of new words

and expressions through gestures, visuals, paraphrasing, etc. As a last resort, provide an English equivalent. Time spent in paraphrasing and acting out meanings is not wasted as listening comprehension is concerned as long as the student is hearing authentic language.

3. Go through the dialogue again, without stopping, to give students a feel for how the entire conversation sounds at a normal rate of speed. If a recording of the dialogue is available, play it, using several voices for this presentation.

4. Have a programmed learning true -false activity based on the dialogue in order to insure comprehension. The teacher presents one or two lines of the dialogue, followed by a question or a statement. The students make a written "yes" or "no" response. The teacher checks the students' answers, by a show of hands, and then immediately provides the students with the correct response. Thus, the teacher is also receiving feedback regarding the students' comprehension. If a number of students have difficulty with the item, the teacher may wish to reread that illustrates the correct response or take other action to insure comprehension.

5. Have a role -playing activity. Assign roles from the dialogue to individual students' phrase question in the foreign language to which students will make "yes" or "no", or short responses, according to their assigned roles. Then have the students play themselves or other people, such as famous personalities, or other people, such as famous personalities, using the same technique. This provides further listening practice with the same linguistic elements. The change in roles and the corresponding changes in answers provide variety and prevent boredom.

6. Have students hear the entire dialogue again, with their eyes closed, without interruption, but this time at slightly faster than normal rate of speed. To make this presentation of the dialogue challenging, inform students that it will be at a faster speed and that will be followed by a listening comprehension test. It will be even better if still another tape can be used of the same test but with voices unfamiliar to the students.

7. Give a listening comprehension text.

8. At this point, periodically, recombination listening comprehension practice can be given, using dialogues from other courses of study, motion pictures or any type of recorded materials which contain, for the most part, language elements previously learned by the students.

It is worth noting also that listening activities based on simulated real -life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises.

Model good listening skills

The easiest and best way to help children improve their listening skills is to model good listening skills yourself. Listen respectfully to them even if you don't agree with what they are saying. Children need adults to stay calm and be reasonable to learn how to respond in different situations. Verbalize back to children what they are saying to make them listen to their own words. Use your larger vocabulary to state back what their feelings and ideas. This shows them the value of listening closely and let them know that words have worth. Encourage children to use these same easy ways of listening to resolve conflicts among themselves without having to get an adult involved. Practice role playing various scenes to illustrate how valuable listening skills can resolve conflicts.

Encourage open discussions

Another easy way to improve children's listening skills is to regularly participate in open discussions, especially in informal settings. If there is a special topic that needs to be addressed, give children a chance to think about it and organize their thoughts before sitting down and talking about it. First, one should listen attentively to what they think followed by restating back to them what you think they said. If they agree with what you just restated, calmly discuss your ideas and opinions with them and ask them to state back to you what they think you said. Smile often and keep your demeanor calm and encouraging. Ask open-ended questions that need long, involved answers instead of just one or two words. Make them feel like their opinion matters. Remember these listening skills will be important for the rest of their lives to always engage children with discussions on as many topics as possible to keep communication open.

Pre-viewing and critique.

Before showing a film, it is best that the educator familiarize him/her with the film. The teacher should make a list of words, phrases the students might have difficulty with or that might need explanation. Giving a vocabulary handout prior to viewing the movie familiarizes the students with words and phrases so that they don't need to struggle to deconstruct the dialogue. After all, enjoying the movie is the essential to developing strong listening skills.

It's also helpful to give the pupils some background on the movie. The teacher can discuss things like the period around which the movie was made, by why the director decided to use a particular location, who the actors are and why they made the movie. With the DVD's, there are often 'special features' that give bits of trivia that the teacher can share with the class.

During the viewing, asking the pupils to watch for themes within the movie is the most important (they may take notes to help them remember). After then teacher can allow them to watch the movie completely through without interruption. One the movie is over, allow pupils to sit for a few minutes, silently processing what they have seen and heard. Having them write down any questions they may have.

CONCLUSION

It is not easy to teach children listening skills as they are not obedient by nature. But giving them interesting tasks, involving their attention by different activities a teacher or a parent can interest them in this process. Choosing a certain approach of teaching that is related to their age, interest, wish etc. one can discover the newest ways and approaches of teaching children listening. This also will allow revealing new features and talents which may be hidden in children's character.

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