

DEVELOPING LISTENING SKILLS IN ENGLISH LESSONS

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Introduction

In the modern education system, the process of teaching foreign languages, in particular, English, is recognized as one of the important factors ensuring the country's competitiveness in the global arena. Mastering foreign languages includes not only increasing vocabulary or knowing grammatical rules, but also skills such as listening and understanding speech correctly, understanding meaning through listening, and correctly interpreting information heard in the process of communication. In this regard, listening activities are an integral and fundamental part of English language education.

The Resolution of the President of the Republic of Uzbekistan No. PQ-5117 “On Improving the System of Teaching Foreign Languages”[1] dated May 19, 2021 emphasizes the need to use innovative technologies, digital resources, and interactive methods in the process of teaching foreign languages. According to this resolution, the use of modern technical means, mobile applications, multimedia materials, podcasts and video lessons to develop listening comprehension skills will yield effective results. The resolution also sets the main goal of ensuring students' readiness for practical communication in learning a foreign language.

In addition, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 700 dated December 19, 2022 “On measures to further develop the system of teaching foreign languages” [2] and the “Concept for improving curricula based on a competency-based approach in teaching foreign languages” developed in accordance with it pay special attention to ensuring the harmony of listening, speaking, reading and writing skills. Listening exercises are the primary stage of these four main language activities, which prepares for the natural process of speaking.

The development of listening comprehension skills expands students' phonetic perception, forms the ability to distinguish differences in pronunciation, and accelerates the assimilation of lexical and grammatical units in context. Therefore, listening exercises in each English lesson should be organized systematically, step-by-step and based on didactic principles. Such an approach develops students' natural language perception, communication skills in real-life situations, and analysis of heard speech.

Listening exercises also expand students' socio-cultural thinking. Because through audio and video materials, they get acquainted with the culture, customs, and speech culture of English-speaking peoples. This serves to develop intercultural communicative competence in students.

In general, the role of listening exercises in teaching English is one of the most important factors determining the quality of the language learning process. It is of great importance not only as a means of consolidating linguistic knowledge, but also as a tool for developing students' thinking, analytical and communication skills. Therefore, modern English lessons cannot be effective without an interactive approach based on listening activities.

Research Methodology

The main goal of this study was to study the effectiveness of listening exercises in the process of teaching English and to determine their role in developing students' communicative competence. Therefore, the research methodology was formed based on pedagogical, psycholinguistic and communicative approaches.

ANALYSIS AND RESULTS

Teaching the topic given in the lesson in a way that students are interested in is one of the most effective methods today. Let's take the 8th grade as an example. All students in this class are curious, modern, and enjoy various types of music. To achieve good results in this class, the most effective method is to follow the interests of the students. Almost all students in the class love and listen to modern music today, which means that teachers, that is, we are also modern like them. In a sense, of course, based on the lesson process. If the students in this class are asked to listen to some music and tell it, all students can tell it without hesitation. Our topic is "Wild animals". If the teacher combines words related to the topic in this process and tells it to the students in a musical style, then the lesson process is not subject to the lesson process, and even a student who is not interested in learning a language will be interested in music himself. without noticing it, they start paying attention. If the teacher says this in a musical style and then asks the students to say it, of course, every student will say it. True, this does not correspond to the grammatical topics of foreign languages, but I think it is much better than wasting the 45 minutes allocated for the lesson without achieving any results.

Modern technologies speed up the lesson process somewhat and cannot but speed up the language learning process. Today, a foreign language lesson has been introduced for 1st grade students. Unfortunately, this was not the case when I studied. The question arises, what can 1st grade students learn in a foreign language if they cannot even speak about themselves fluently in Uzbek? In my opinion, it is not intended to teach first-graders to speak a foreign language. Teaching them the things they encounter in their environment every day, their favorite animals, their favorite seasons, their parents, their siblings, and the words they use every day through "LISTENING" in one year is a great result, and today teachers are achieving this result. Why exactly through listening. A first-grader still does not know how to write well in Uzbek. But teaching them words through listening, by showing pictures, is effective. For this, the teacher needs modern technologies for listening. In this process, we can see how important modern technologies are. Learning "LISTENING" is one of the important parts of the language learning process. It is one of the methods used not only for first-graders, but for all students. Learning by "listening" helps the student focus, better understand the subject being studied, deepen their understanding of foreign language pronunciation, and most importantly, increase their interest in foreign languages.

Morley (1991, Celce-Murcia 82-b,) states that "They expect to listen twice as much as they speak, four times as much as they read, and five times as much as they write." Listening is the ability to receive and interpret messages correctly in the process of communication.

"Listening is not just about hearing something," states Schwartz (2004, p. 2). "It has been estimated that adults spend almost half of their communication time listening. Students can acquire 90 percent of their information by listening to teachers and each other," Schwartz adds.

Listening is the most widely used language modality. Listening should be done in real time. There is no second chance, unless, of course, the listeners ask the speakers to repeat what they hear.

However, listening can often be a stressful activity for a language learner who cannot process information quickly enough to understand what is being said (Goh & Taib, 2006, p. 222). Using variety in listening instruction can help students develop motivation to understand the material. Teaching listening in an English department is different from teaching in junior and senior high schools. The implementation of appropriate methods and techniques in the classroom by teachers will affect the outcome for students. For example, appropriate listening materials, a good classroom environment, appropriate teaching methods, and meaningful exercises can help students achieve good listening skills. Listening is an important part of communication and the foundation for learning a second language. According to Nunan (2003, p. 26), listening is the process of fully decoding the sounds heard from phonemes into text. Brown (2001, 263-b) states that learning to listen really means responding and continuing to respond to what is being heard as a chain. Listening skills refer to the skill of listening to understand the meaning of what is being heard.

The listening process helps learners respond to what is being asked/said.

Furthermore, listening is the key to all effective communication;

Without effective listening skills, messages are easily misunderstood, communication is disrupted, and the sender of the message can easily become frustrated or irritated.

Furthermore, Hughes (1991, 134-b) mentions two skills involved in listening, which are micro skills and macro skills. In micro skills, the listener must be able to recognize intonation patterns, functions and structures, interpret cohesive devices, identify sentence components, and recognize speech marks.

In macro skills, to understand what someone is saying, the listener must be engaged in listening for specific information and extracting the gist from what is being heard, or the listener must have a general idea of the information from the following instructions or cues.

Listening assessment also plays an important role in English language learning.

There are two types of listening assessment, namely formative and summative assessment (Brown, 2004, p. 13). On the one hand, ongoing and informal assessments that are conducted while students are engaged in listening are called formative assessments, which are used diagnostically by teachers. On the other hand, summative assessments required by schools, colleges, and governments include quizzes, achievement tests, proficiency tests, and standardized tests.

Living in the modern world, we must clearly state that teaching young people today, especially teaching languages and increasing their interest in learning languages during the lesson, requires some patience. It is necessary to use technology in English lessons to make them interesting and interesting. To improve listening skills, it is mainly recommended to watch more different films and listen to audio files that provide different information outside of class.

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