

## LISTENING AS A PART OF TEACHING ENGLISH

***Yuldashev Sherzod Zairjanovich***

*Senior Teacher, Institute of pharmaceutical education and research*

***Taryanikova Marina Anatolievna***

*Senior Teacher, Institute of pharmaceutical education and research*

***Normuradova Mo'tabar Abdullayevna***

*assistant Teacher, Institute of pharmaceutical education and research*

***Sadikova Dildor Abdullayevna***

*Senior Teacher, Institute of pharmaceutical education and research*

[sherzod.yunusobod4@gmail.com](mailto:sherzod.yunusobod4@gmail.com)

### Abstract

English is the most common language in the world. The growing need for fluency in English throughout the world has led linguists and teachers to prioritize the search for more effective ways of teaching language skills, one of which is listening. Owning this type of communication activity, a person understands everything that he is told, and adequately responds to what is said, converting his thoughts in response. This is the basis of Dialogic speech.

The speech feature of listening as a type of communicative activity plays a special role at various stages of mastering the English language, which is why every modern teacher or teacher of the English language necessarily includes listening tasks in his lesson.

In this article, the authors consider the importance of listening in teaching a foreign language, identifies approaches that can be used when listening to the text, presents listening strategies, and provides the most convenient and common way to teach listening in the classroom.

### Keywords

listening, conversational discourse, ascending and descending processes, cognitive strategy, metacognitive strategy

English today occupies one of the first places in language programs around the world. The ever-increasing demand for fluency in English around the world has led to the need for linguists and teachers to look for more effective ways to teach language skills, including listening, reading, speaking and writing. In our article we will look at such an important language skill of communicative competence as listening or listening. The teaching of listening has undergone significant changes in recent years, and we explore some of these changes, their implications and implications for English language teaching.

In recent years, teaching listening has attracted more interest than in the past. University entrance exams, graduation exams and other examinations now often include this listening component, recognizing that listening skills are a core component of second language proficiency.

Early listening was considered as a process of mastering so-called micro skills or, as they are called, discrete skills. Among such skills, linguists highlight the following concepts: recognition of abbreviations and abbreviated forms of words, identification of cohesive and keywords in the text. There was a view that skills should form the focus of learning.

More recent views on listening have been based on certain areas of cognitive psychology, namely the so-called "bottom-up" and "top-down" processes to listening learning, and the role of prior knowledge and schema in understanding the listening text itself. In this regard, listening began to be perceived as a process of interpreting the text being listened to. At the same time, linguistic

scientists have revealed a lot of new things about the essence and structure of spoken discourse. Their research led to the realization that written information read aloud does not provide an adequate basis for developing the skills needed to capture authentic discourse in real time. Thus, modern views on listening emphasize the role of the listener, who is considered an active participant in listening, using various strategies to facilitate listening, monitoring and evaluation.

Listening has been constantly reviewed in recent years in relation not only to comprehension, but also as a way of learning language. Because listening can provide much of the input needed to understand foreign language speech and the input that learners receive when learning a language, an important question is how paying attention to the language a listener hears facilitates second language learning. This raises the question of conscious awareness of linguistic form, and how such an individual function as “noticing” can be part of the process by which learners can incorporate new word forms and structures into their developing foreign language communicative competence.

As for the listening process itself, there are two points of view that define listening as understanding and listening as mastery.

Listening as awareness is a common way of thinking about the essence of listening: in many educational and teaching aids, the terms “listening” and “listening” are synonymous. This view of listening is based on the assumption that the main function of listening in learning a non-native (second) language is to facilitate the learning and understanding of spoken discourse. In this article we will study precisely this view of listening.

In order to understand the nature of the processes that are involved in listening, it is necessary to consider some of the features of spoken discourse and the problems that it poses for listeners.

Spoken discourse has very different characteristics from written discourse, and these differences can add a number of aspects to our understanding of how we process speech we listen to. For example, spoken language usually “happens” instantly. The listener must process it immediately, and often there is no opportunity to listen to it again. Spoken discourse often appears to the untrained second language listener as very fast, although speaking speed varies considerably. Monologues can be up to 160 words per minute, and normal conversation can be up to 220 words per minute. The impression of faster or slower speech usually arises from the amount of intra-clausal pause that speakers use. Unlike written discourse, spoken discourse, as a rule, occurs at the moment of speech and often reflects the following ways of constructing oral speech: abbreviated forms of words and abbreviations, functional additions, various interjections, repetitions and other means of speech activity. Compared to the graded structure of written language, spoken language is characterized as discourse that has a more linear structure. If the unit of organization of written speech is a sentence, then in spoken speech there are both short and longer statements in conversation, which, as a rule, consist of two or more abbreviated statements. Most sentences use simple conjunctions or objects. Spoken texts are also often context dependent, assuming shared background knowledge. Finally, spoken texts can be spoken in a variety of accents, from standard to non-standard, regional, non-native, and so on.

As discussed above, there are two different types of approaches that are involved in understanding spoken discourse: bottom-up and top-down processes. Bottom-up process refers to using the input factor as a basis for understanding the message. Speech understanding begins with received input data, which is analyzed as successive levels of organization - sounds, words, sentences, texts - until the meaning of the listening speech is achieved. In this vein, understanding is viewed as a decoding process.

The listener's lexico-grammatical competence in the language is very important because it provides the basis for the bottom-up process. Input is scanned by the learner for familiar words, and grammatical knowledge is used to develop relationships between sentence elements.

Students need to have a large vocabulary and a good knowledge of sentence structure in order to be able to process texts "bottom-up". Exercises that develop the bottom-up process of processing a listening text help the student to do the following: – store input data while performing listening; – recognize the division of words and sentences; – recognize keywords; – recognize key changes in discourse; – recognize grammatical relationships between key elements in sentences, using speaker stress and intonation to determine the functions of words and sentences.

Many traditional listening activities focus on bottom-up processing of text: dictation, the use of multiple choice questions after the text or test task, and other exercises and tasks that require careful and detailed recognition and processing of input data and assume that everything the listener is expected to understand contained in the input data.

Here are some examples of listening tasks that develop bottom-up listening learning:

a) students listen to positive and negative statements and choose the appropriate form of agreement.

b) students listen to questions with two possible information "foci" and use stress to determine the appropriate "focus".

c) The following exercises help students develop their ability to identify key words while listening. Students hear: My city is a beautiful place to visit because it is close to a river and there are a lot of interesting monuments you can see while walking along the streets.

Students' task: Which of these words do you hear? Number them in the order in which you hear them. Beach shops walks hometown neighborhood nice

As for the top-down approach to teaching listening, when using it, students use their background knowledge to understand the meaning of the message being listened to. While the bottom-up process goes from language to meaning, the top-down process goes from meaning to language. Basic knowledge can take different forms. This may be prior knowledge of the topic of discourse, situational or contextual knowledge, or it may be knowledge in the form of "schemas" or "scripts" - plans for the overall structure of events and the relationships between them.

Most of our understanding of the world consists of knowledge about specific situations, people we may encounter in various situations, understanding what their goals, objectives and ways to achieve them are. In addition, we know thousands of topics and concepts, as well as their associated meanings and links to other topics and concepts. By applying this prior knowledge of things, concepts, people, and events to a specific statement on a specific topic, comprehension of spoken language in listening can often occur in a top-down manner. Factual discourse is used to confirm expectations and fill in details when understanding the speech being listened to.

Exercises, which are based on the top-down process of processing a listening text, develop the student's ability to perform the following actions: – use keywords to construct a discourse diagram; – see the situation itself in general terms; – determine the role of the participants and their goals; – determine causes or consequences; – display unknown details of the situation; – anticipate questions related to a topic or situation.

The following exercises develop top-down listening skills. – students ask a relatively large number of questions, the answers to which they expect to hear in the text they are listening to; – students create a list of those items or concepts that they already know about the topic, and what they would like to know more about. then listen to the text and compare; – students read part of one

speaker in a conversation, predict part of another speaker, then listen and compare; – learners read a list of key issues that will be covered in the audit text and then listen to see which ones have been mentioned; – students listen to part of the story, finish it, then listen and compare the endings; – students read news headlines, guess what happened, then listen to the news and compare.

In the real world of listening, bottom-up and top-down processes usually occur simultaneously, and the degree to which one or the other approach predominates depends on the listener's degree of familiarity with the topic and content of the text being listened to, the density of information, and the type and purpose of listening. An experienced chef, for example, might listen to another chef on the radio describing a chicken recipe and compare the chef's recipe with his own. He has his own cooking recipe and listens to the radio to record similarities and differences. In this case, a top-down listening process is used more. A novice cook listening to the same program may listen with much more attention, trying to figure out each step to write down a recipe. This requires a much more in-depth listening process, such as a bottom-up process.

The typical sequence of listening tasks in modern teaching materials includes a sequence of exercises in three parts (pre-listening, main text listening and post-listening) and contains activities that link bottom-up and top-down approaches to listening. The pre-listening period prepares students for both top-down and bottom-up processing of the message being listened to through activities that include activating the listener's prior knowledge, predicting text events in the message being listened to, and analyzing key vocabulary in the text. During listening, the student focuses on understanding the message-text through various exercises that require selective listening. The next stage of post-listening activities usually involves a comprehension response and may require learners to express an opinion on the topic of the listening text. However, it can also involve a bottom-up listening process where the teacher and students study texts or parts of texts in detail, focusing on sections that students were unable to hear. This may involve microanalysis of sections of text, which can help learners become aware of language features such as word contractions, ellipsis, and other features of spoken discourse that they were unable to hear, process, or recognize.

Successful listening learning can also be viewed in terms of the strategies the learner uses when listening. Does the learner focus primarily on the content of the text, or does he or she also focus on the question of how to listen? The question "how to listen" raises subsequent questions about strategies for teaching listening. Strategies can be defined as effective ways for the listener to actively control the listening process. These strategies are aimed at ensuring that listeners are involved in the listening process. Linguists distinguish two types of strategies: 1) Cognitive strategies are mental activities associated with the comprehension and storage of incoming information for subsequent retrieval in the listener's working or long-term memory. Cognitive strategies include the following processes: 1) listening (perception of incoming linguistic and non-linguistic information); 2) memorization and storage (storing incoming linguistic and non-linguistic information in the listener's working or long-term memory); 3) extraction and use (extracting outgoing information from the listener's memory).

2) Metacognitive strategies are conscious or unconscious mental activities that perform executive functions in managing cognitive strategies. Metacognitive strategies involve the following types of activities: 1) assessment of the situation (the listener's assessment of his knowledge, available external and internal resources before performing the listening task); 2) monitoring (determining the effectiveness of one's work while performing a task); 3) self-assessment (determining the effectiveness of one's work after completing a task); 4) self-control (testing the effectiveness of using language means).

There are various schemes for incorporating strategies into listening activities. Here is the most common and understandable scheme for teaching listening in a foreign (English) lesson, consisting of the so-called steps:

Step 1. Pre-listening. Students work in pairs to predict possible words and phrases they might hear. They write down their guesses. They can write a few words in their native language.

Step 2. First listening.

While listening to the text, students underline or circle those words or phrases (including native language equivalents) that they correctly predicted. They also write down new information they hear.

Step 3. Discussion in pairs.

In pairs, students compare what they understand and explain how they came to understand. They identify parts of the text that were not understood or heard and mark those parts of the text that require attention in the second hearing.

Step 4. Second listening. Students listen to parts they have not previously understood or heard and take notes on any new information they hear.

Step 5. Discussion with all students.

The teacher leads a discussion to ensure that students understand the text correctly. In recent years, various studies and theories have forced us to rethink approaches related to listening when learning a foreign language, as well as to reconsider the teaching of listening itself. A method based on a cognitive understanding of the nature of listening identifies how listening draws on different types of knowledge - both linguistic, cultural and contextual - and emphasizes the need to help students understand and use bottom-up and top-down processes in learning listening, and to use effective listening strategies. Effective approaches to teaching listening should make a clear distinction between teaching and testing, and provide students with guided practice in using appropriate listening skills for specific listening purposes based on their needs and proficiency level.

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