

Interactive Methods for Developing Listening Comprehension

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Annotation: In this article, I want to apprise of comprehension, developing listening skills and abilities, and hearing difficulties.

Keywords: Listening comprehension, hearing difficulties, internal mechanism of equation, possible options and exercises or teaching listening.

The term “listening comprehension” has recently been introduced into local methodology and refers to the process of perceiving and understanding speech through the ear. Visibly, this is an unexpressed process, so for eternally in the history of technology development, listening was not seen as an independent type of speech activity, also as a passive process and an “additional product of speech”. Nowadays, listening is a tool for teaching foreign languages. “Working with audio texts, we practice lexical, grammatical and phonetic skills together”[1, p. 77]. Audio texts provide information for discussion, which in turn involves further development of speaking and writing skills. Thus listening is a learning tool. Hearing difficulties Listening is one of the most difficult types of speaking activities.

“First, it is characterized by a one-time presentation, as repetitions are frequently excluded in real-world situations of communication,” and second, the speaker’s speech cannot be adapted to the listener’s level of understanding. Third, there are a number of individual characteristics (pronunciation, style of speech, dialect, pronunciation features, etc.) in the speaker’s speech that it takes hour for the speaker to get used to the tone of voice, which is difficult to understand. It causes difficulties[2, p. 35]. All of the above challenges and listening mechanisms should be considered to determine the correct methodology for developing skills and competencies in listening. Local there are four main mechanisms of listening in the methodology: speech hearing, memory, probability prediction, and articulation. “Listening to speech provides the perception of oral speech, which is divided into semantic syntagms, phrases, words. Thanks to this mechanism, familiar images are recognized in the flow of speech ”(E.N. Solovova). Articulation is a very important listening mechanism. “Listening has an internal pronunciation of speech, i.e. [3, p. 22]. Additional accurate the pronunciation, the higher the degree of listening. Audio text, as a rule, has a linear structure. A text unit is part of a complex sentence. The following mental processes form the source of the internal mechanism of listening:

auditory perception and recognition (recognition, discrimination);

attention (concentration);

anticipation, anticipation, or probability prediction (anticipation / prediction / inference);

semantic assumption (assumption / conclusion from context);

speech flow segmentation (segmentation / fragmentation) and grouping (grouping);

information analysis based on the separation of semantic information units;

a final synthesis involving different compression and interpretation of a perceived message.

Learning to listen - acts as a learning tool, introduces language material, serves as a way to create strong auditory images of language units, is a necessary condition for the formation and development of oral speech, communicative listening skills. The training is the same as listening allows you to listen to the material several days (with independent work) and 2 times (with class work, under the guidance). Repeated listening provides a more complete and accurate understanding of the audio text, as well as a better recollection of its content and language form, especially when the listened text is used for subsequent repetition, oral discussion, or written presentation[4, p. 41]. Since listening is a very complex type of speech activity, it is still difficult to perceive foreign speech by ear, even though most of the words that students hear are familiar to them from learning to read. That's why we need a special system of exercises to teach students to listen. An exercise system for teaching listening should provide:

- a) the exercises correspond to the psychological and linguistic complexity of the messages received through the ear;
- b) the ability of listening to interact with other types of speech activities and, above all, listening and speaking as two forms of oral communication;
- c) managing the process of developing listening skills and competencies;
- d) successful completion of the final practical goal and intermediate learning objectives;
- e) a gradual increase in the difficulties that ensure the expediency of performing the exercises at different stages of the exercise.

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The goal of any hearing is to get as much detailed information as possible to make the right decision. The quality of any conversation depends not only on the ability to speak, as well as on the ability to perceive information. Whenever the subject is interested in the conversation, he tries to listen carefully and involuntarily turns to the topic. It speaks for a minute, or bends over it, that is, visual communication is established.

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