

On the Problem of Teaching Listening to Authentic Foreign Texts: Using Social Media

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Annotation : The work is devoted to the problem of the formation of students' listening skills through the use of English-language materials of social networks.

Key words : Materials of social networks, listening skills, various methods of work, the best modern sources of modern English.

The relevance of the study is explained by the increasing role of social networks as a phenomenon of modern life. The purpose of the study is to study the principles of selecting social media materials that are advisable to use in the process of teaching listening to high school students, and in testing these materials. The main tasks are to explore the possibilities of using social networks in teaching listening and to develop types of tasks aimed at developing listening skills. The novelty of the research lies in the use of authentic English-language materials of the Vkontakte social network for teaching listening. The developed tasks can be effectively used in teaching listening skills to students of schools and universities.

The issues of teaching listening to foreign language texts are relevant, since this speech skill forms the basis of communication, and mastering communication begins with it. Listening can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activity [Ravkin, 2005: 129].

G.A.Djumaeva wrote: "An important task of every teacher is to create real and imaginary communication situations in a foreign language lesson using various methods of work (role-playing games, discussions, creative projects, etc.)" [G.A.Djumaeva, 2009: 4].

Experience, however, shows that when creating communication situations, teachers refuse to use additional materials in lessons, and if they are used, they can turn to outdated sources, which causes students to neglect. Many people believe that modern UMCS include everything you need. However, it is necessary to introduce students to a "live", relevant language.

English is in many ways the language of the Internet. Mentioning this fact alone in English classes today can serve as a strong "motivator" encouraging young people to learn the language. We believe that the global Internet, in particular, social networks, is the best modern sources of modern English.

The relevance of the research is obvious, since network communication is a phenomenon of modern life and has socio-cultural and linguistic specifics, and the versatility of modern social networks makes it possible to successfully integrate English-language social media materials into the process of learning a foreign language.

The purpose of the study is to study the principles of selecting social media materials that are advisable to use in the process of teaching listening to older students, and in testing these materials.

To achieve this goal, tasks were set:

- to get acquainted with the purpose and content of teaching listening to senior schoolchildren in the framework of the academic subject "Foreign language";

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- explore the possibilities of using social networks in teaching listening to students in grades 10-11;
- develop types of tasks aimed at developing listening skills;
- to test the developed tasks and analyze the results obtained.

According to the approximate program of secondary (full) general education, listening instruction for high school students is aimed at:

1. further development of listening comprehension (with varying degrees of completeness and accuracy) of the statements of the interlocutors in the process of communication, as well as understanding the content of authentic audio and video texts of various genres and sound duration up to three minutes; understanding the main content of simple-sounding texts of a monological and dialogical nature: television and radio broadcasts within the framework of the studied topics; selective understanding the necessary information in ads and informational advertising; regarding a complete understanding of the statements of the interlocutor in the most common standard situations of everyday communication;
2. Skills development:
 - separate the main information from the secondary information;
 - identify the most significant facts;
 - determine your attitude towards them; extract necessary/interesting information from the audio text.

The total amount of study time is 210 hours, within which it is assumed to study several areas of communication (the social and household sphere, the socio-cultural sphere, the educational and labor sphere).

To effectively teach listening in modern conditions, teachers use technical means of teaching and turn to the information and educational environment. Undoubtedly, many foreign language teachers have been using online resources in their lessons for a long time. According to L.A. Podoprigrorova, the use of Internet resources in the learning process makes it possible to effectively solve a number of didactic tasks [Podoprigrorova, 2003: 27]. When working with such materials, the role of the teacher changes. This is how the teacher stimulates the creative activity of students and motivates them to learn the language. The attitude of students towards the teacher is also changing – moving away from the traditional form of teaching and using popular materials familiar to schoolchildren, the teacher gains authority, because students perceive him as more modern, aware of youth trends [Zheleznyakova, 2019: 27].

A completely new look at brand analytics (2018), our popular youth Internet resource in Uzbekistan is the Vkontakte social network "RBC]. In our opinion, it is advisable to turn to the VKontakte social network in English lessons, since there are communities dedicated to the English language in this social network, replenished with various authentic audio and visual materials. Properly selected social network materials can be used in the study of various fields to enrich the learning process and improve language skills and speech skills, including listening skills.

E.V. Zhdanova, O.V. Kharitonova, S.S. Khromov propose the following criteria for evaluating (selecting) Internet resources:

1. the authorship of the site,
2. the possibility of interactive communication with the author,
3. Information downloads speed,
4. Ease of access,
5. the frequency of updates,
6. content,



7. Structure and organization,
8. the convenience of searching and navigating the site,
9. website design,
10. the uniqueness of the information provided,
11. frequency of use [Zhdanova, Kharitonova, Khromov 2013: 7].

In our opinion, there are several communities on the V Kontakte social network that fit the selected criteria. These include:

1. "Visual English" (<https://vk.com/learnenglish>)
2. "English language" (https://vk.com/english_is_fun)
3. "Learn English with the BBC" (<https://vk.com/bbclearningenglish>)
4. "First-class English" (<https://vk.com/topnotchenglish>)
5. "English Everyday Day" (<https://vk.com/endaily>)

These communities are moderated not only by social media professionals, but also by English language teachers, translators and native speakers. They are all open to feedback. The platform vk.com there is an intuitive interface and ease of use, it loads quickly. There are several sections in the communities: informative articles, thematic photo albums, audio recordings, videos, discussions. Keyword search is available in all communities; some are accompanied by easy navigation through sections. Thousands of people visit these communities every day.

We consider the concept of "Visual English" to be an accessible and publicly accessible resource (<https://vk.com/learnenglish>). On average, materials on the "wall" (main page) of the community are published every hour. Popular materials include: classic and popular English-speaking materials and TV series with subtitles; individual materials on various topics; Russian and automated UMCS of different levels in PDF format with applications; adaptive and automated language library; introductory types; collections of thematic vocabulary; informative and entertaining images with English jokes, quotes, idioms; audiobooks of different genres and levels; collections of theme songs, etc.

L.A. Petrenko and M.N. Filippov argue that due to the fact that today young people are more visual, fast Internet access makes the use of video materials in the classroom much more effective and interesting. Video is a tool that somehow replaces printed materials [Petrenko, 2017: 110]. Based on the experience of colleagues and striving to present the regional element more colorfully, at this stage we decided to work specifically with video materials of the V Kontakte social network.

In the Visual English | English community, we have selected 2 videos on the topic for the development of tasks of different levels of complexity aimed at developing listening skills.

The presented developed material corresponds to the goals of teaching English in high school: it contributes to the further development of Russian-language communicative competence and the development and upbringing of ability and readiness for independent and continuous learning of a foreign language, further self-education with its help, the use of a foreign language in other fields of knowledge.

We have successfully applied this material in classes with undergraduate psychologists. The next stage is the testing of exercises in English lessons in high school.

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