

Issues on teaching listening in English classes and its principles

Problemas sobre la enseñanza de la audición en las clases de inglés y sus principios

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ABSTRACT

The article analyzes issues related to improving and designing listening tasks in English classes and suggests effective techniques which can deal with the upcoming complications. Listening comprehension refers to phonetic, lexical, grammatical, and semantic comprehension of spoken speech. This means that students need to have phonetic, lexical, and grammatical skills to properly understand the content of the speech. Learning to understand and comprehend speech is a process that improves the learner's ability to hear, develops memory and attention, and helps to differentiate sounds, to learn the meaning of lexical units, and the grammatical links between words. During this process, the reader's brain's analysis and synthesis activity begins, and the logic of the analyzers is interpreted. As a result, the learner's listening and comprehension activities begin to develop, and the ability to listen to and understand ideas on specific topics begins to develop. These skills are transformed into skills through specialized exercises.

Key words: Listening comprehension, speech activities, language material, control, error, audio text, practical tasks.

RESUMEN

El artículo analiza cuestiones relacionadas con la mejora y el diseño de tareas auditivas en las clases de inglés y sugiere técnicas efectivas que pueden enfrentar las próximas complicaciones. La comprensión auditiva se refiere a la comprensión fonética, léxica, gramatical y semántica del habla hablada. Esto significa que los estudiantes necesitan tener habilidades fonéticas, léxicas y gramaticales para comprender adecuadamente el contenido del discurso. Aprender a comprender y comprender el habla es un proceso que mejora la capacidad del alumno para escuchar, desarrolla la memoria y la atención, y ayuda a diferenciar los sonidos, a aprender el significado de las unidades léxicas y los vínculos gramaticales entre las palabras. Durante este proceso, comienza la actividad de análisis y síntesis del cerebro del lector, y se interpreta la lógica de los analizadores. Como resultado, las actividades de comprensión y comprensión auditiva del alumno comienzan a desarrollarse, y comienza a desarrollarse la capacidad de escuchar y comprender ideas sobre temas específicos. Estas habilidades se transforman en habilidades a través de ejercicios especializados.

Palabras clave: comprensión auditiva, actividades del habla, material del lenguaje, control, error, texto de audio, tareas prácticas.

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Listening comprehension is closely related to the teaching of speaking, reading and writing as a separate phase of teaching speech. This step is organized as a separate part of the lesson or in combination with other types of speech activities.

Listening comprehension exercises and control. Prior to each listening comprehension exercise, the teacher will give students specific meaningful tasks, focusing on how to do the task correctly. For example, in the early stages, a teacher may assign students to understand the overall meaning or the exact meaning of the text they are listening to. In later stages, the text may suggest character characters, commentary on events, and responses to them. In listening and understanding classes organized by movie shows, the teacher can introduce the general direction of the material presented before starting work and explain which scenes should be focused (Elukhina N.V. 1999). If audio materials contain unfamiliar language material for students, the teacher will provide guidance to students in order to develop students' ability to comprehend. In case of need, the unknown texts explain the lexical, grammatical difficulties of the text or write it down on the table. If it is found that the audiomaterials are not well understood by the students after the one-off broadcast, the teacher may repeat the process two or three times by additional means.

At the final stage of listening comprehension, students' level of understanding is controlled. It is advisable to spend as little time as possible in this process and try to control more students' knowledge. As you know, individual control requires a lot of time from the teacher. Group or mass control does not provide a precise control of each student's level of knowledge. In this case, it is best to start with the lowest level of control, and ask the good students to complete their response.

Control of listening comprehension can be organized by the following methods:

- Choose the best one from the different confirmation answers. It can be organized through oral and written tests;
- Answering questions about the text;
- Correct errors in sentences that do not match the text; 4. Presenting the content of pictures, films, films during the film show;
- Describe the main content of the text; 6. Summarize the content of the text;
- Split the contents of the text and tell it one by one;
- Responding to characters and events according to the text;

Students who have successfully mastered all listening skills will be able to gradually listen to and understand the speech of different categories of people, and communicate with them.

Clearly, listening to comprehension is a process that works directly on the text, not only translating it, but also requiring it to be heard and understood and, therefore, a way to communicate.

Methodological characterization of listening comprehension lesson. In the current environment where communication and communication is a priority, the organization of teaching foreign languages in schools and universities is based on the principles of communication, developing its methodological technology, integrating it into the curriculum as a separate course, the need to determine the evaluation criteria. As is known, listening and understanding activities are organized after students acquire grammatical, vocabulary, and perceptual skills and abilities in a specific learning material. Failure to comply with such a system may result in a misunderstanding of the phonetic, grammatical, lexical patterns of spoken speech and, as a consequence, a misunderstanding of the information being heard. It follows that the development of listening comprehension skills is inextricably linked to the formation of pronunciation, lexical, grammatical skills and skills. It is also important to relate the lexical and grammatical content of the audiovisual content, the pace of the speech, the orientation of the exercises to the development of students' listening memory, and the way the audio-visual content affects the entire senses of the students.

In addition, the Requirements for the level of training determine which types of texts should be used in teaching listening, namely (Milrud R.P., 1999):

- pragmatic texts (weather forecast, television and radio programs, announcements at the station (at the airport), advertisements)
- authentic audio and video texts of various genres and duration of sound
- texts of monological and dialogical nature
- journalistic texts (interviews, reports).

Preference should be given to those types of texts that students could perceive when they visit the country of the language they are studying. It is important that on the material of each specific type of text, students develop the skills that will be involved in the perception of this type of text in real life.

The modern methodology adopted a three-stage model of learning to listen. This model includes 3 stages:

1. Before listening (Pre-listening)
2. Listening
3. After listening (Post-listening)

All 3 stages together solve a single set of the following tasks:

- anticipation of the contents of the audio text
- highlighting the main idea (idea) of the audio text
- highlighting the basic facts and details of the audio text, setting new learning goals.

Stage 1. At this stage, the existing knowledge is updated, motivation for obtaining new information is formed, assumptions are made about the content of the audio text, that is, students are immersed in the context of the audio text.

Such a dive can be carried out using the following tasks:

1. Discussion of issues related to the topic of audio text.
2. The name of the associations associated with the subject of the text.
3. Building assumptions about the content of the text by its title.
4. True / false statements (can be used for further control).
5. Assumptions about the content of the text in a series of pictures.
6. Filling the table

I know I want to know I found out

However, at this stage, the preparation of students for the perception of the text in a linguistic plan is of great importance, i.e., the removal of lexical and grammatical difficulties. Here the entire arsenal of tasks can be used to form vocabulary and grammar skills. However, the older the level of training, the more curtailed language training will be, since methodologists point out the need to form the ability to understand the main content of the text without understanding the meaning of individual new words that do not affect the understanding of the main meaning, as well as develop a linguistic guess that makes it possible to clarify meanings of unfamiliar words from the context (Galskova N. D. 2000).

Stage 2. At this stage, students are in contact with the audio text, with new information. As a rule, audio text is presented 2 times, the first time for the purpose of preliminary acquaintance and understanding of the general content. When performing such tasks, students develop skills:

- identify the topic / problem in the audio text
- identify the main ideas of audio text
- separate the main information from the secondary

Types of tasks:

1. The answer to the general question on understanding the main idea of the text (What about?)
2. Listening to the text in parts and establishing the correspondence of parts of the text and the main idea.
3. The arrangement of parts of the text in the correct order.

The second time the text is listened for the purpose of a more detailed study and understanding of the details. Students develop skills:

- extract the necessary information
- highlight facts and arguments in accordance with the questions posed
- determine the temporal and causal relationship of events and phenomena.

Testing of understanding can be carried out using the following types of tasks:

1. True / false statements
2. Filling in the gaps in the text
3. Definition of factual errors or information not contained in the text
4. Filling in the tables
5. Tasks with multiple choice answers
6. Graphical presentation of information (schemes, figures, diagrams)
7. Answers to special questions

When presenting audio text, it is advisable to use supports. Visual supports include pictures, photographs, maps, diagrams. Verbal support can be represented in the form of keywords, a plan, as well as tasks that are aimed directly at checking understanding (since they are usually issued to students already at the stage of listening to the audio text).

Stage 3. At this stage, the information received by the students is processed, rethought and used for the further development of communicative skills. As a rule, at this stage there is a development of productive types of speech activity - speaking and writing. Students discuss the content of the text in a monological or dialogical form, express an evaluative attitude towards it, develop ideas raised in the text, and perform creative, practical tasks based on the information received. At this stage, it is advisable to use (as at the first) paired, group and collective forms of work, as well as the implementation of a differentiated approach.

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