

Analysis of Modern Methods Used in English Listening Comprehension

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Abstract:

In the article, the solution to issues related to the methodology of monitoring listening comprehension, in particular, issues such as teaching listening comprehension as a type of speech activity and skill, programmatic requirements for teaching listening comprehension, and a system of exercises aimed at teaching listening comprehension studied. Also, the specific features of the English language teaching process, the program requirements for teaching oral speech, the specific features of listening comprehension as a type of speech activity, and the program requirements for listening comprehension were analytically studied.

Keywords: listening comprehension, oral speech, program requirements, educational speech situation, communication process, teaching to speak English.

Introduction

In the study of English lexis, speech is primary, and lexis acts as a tool. Special studies have been conducted on the role of grammar in language learning, and the leading role it plays in speech communication. Various opinions and discussions are expressed in scientific sources on grammar, which is considered a component of language material. Grammar is defined as (1) the grammatical construction of language; (2) the science of grammatical construction of language; (3) some care about practical grammar, i.e. grammatical rules for a concrete language, description of grammatical events, grammatical skills and competencies [1,2].

According to the German linguist G. Helbing, three types of grammar should be distinguished:

- 1) a set of grammatical events characteristic of a particular language;
- 2) the scientific imitation of the set of grammatical rules in the language, that is, the reflection of grammar in the science of linguistics;
- 3) a system of rules used during speech communication.

Professor J.J. Jalolov grammar (1) the grammatical side of speech - the grammatical events occurring in speaking, listening, reading and writing; (2) defined linguistic phenomena as descriptive data [3,4].

If we look at the history of foreign language teaching methodology, we can observe that grammar has been treated differently. Proponents of the grammar-translation method understood the acquisition of grammar by language learning. In the correct method, the teaching of grammatical rules is rejected altogether. Proponents of this method tried to establish a direct connection (association) between the foreign language word and the subject, bypassing

the mother tongue during teaching. Proponents of the conscious-comparative method paid serious attention to the teaching of grammar. Grammar is studied as a separate aspect. Grammatical rules are systematically studied. Nowadays, grammar is considered as a tool for speech communication. Psychologists and psycholinguists (B.V. Belyaev, A.A. Artemov, I.A. Zimnyaya, A.A. Leontev, T.V. Ryabova) pay attention to its grammatical construction in the formation of speech, and to the recognition of grammatical phenomena in perception [5,6,7]. Schools require functional (in terms of application) acquisition of English grammatical phenomena, followed by intuitive manual application.

One of the characteristics of teaching English grammar in secondary schools is that it is based on the knowledge learned from the grammar of the mother tongue. Grammar in the mother tongue is taught after the practical acquisition of the language, and in most cases, it consists of a mixture of theoretical and practical grammar [8,9].

In foreign language education, grammatical information becomes literally practical. The teaching of grammar in school is mainly limited to the following:

- 1) mastering the grammatical form, their meaning and application;
- 2) to know the rules of these forms, acquire the skills to use them in the communication situation and context;
- 3) to be able to apply grammatical skills when expressing an opinion orally and in writing.

In secondary schools, students learn the content of foreign language grammar. Grammar teaching, like lexis, is carried out in two stages: methodical preparation (selection, distribution, classification and presentation) and formation of grammatical skills.

A grammatical unit is considered the construction, meaning and application of a grammatical sentence. The concepts of micro application, micro meaning, and microform are also explored in science.

The Main Part

Before explaining the program requirements for listening comprehension in secondary schools, it is appropriate to dwell a little on the place of this activity in some stages and organizational parts of English language teaching. Teaching students to speak English has the status of a practical goal in preschool educational institutions. In these educational institutions, the main attention is paid to the formation of oral speech, especially speaking skills [10,11].

In secondary schools, speaking is considered an intermediate goal, that is, at the initial stage of school English education, they learn speaking and listening (oral speech), and reading and writing (written speech) serve as teaching tools. Speaking acts as a tool when reading and listening comprehension (receptive speech) take the status of a practical goal at the middle and high levels.

Teaching listening comprehension at school is based on information acquired through reading and listening comprehension. In this educational institution, the most important place is to speak the contents of the texts read independently, outside of class.

Individual speech in secondary schools consists of activities such as expressing an oral opinion, telling the content of the text listened to, telling a story, and conducting oral communication.

The monologue within the topic (1) using personal language (or language) experience, (2) expressing thoughts and opinions coherently, (3) integrating the information being said, (4) expressing one's attitude to the educational speech situation including notification.

Communication conducted in English in secondary schools will have the character of a professional debate related to future professional activities. In organizing such forms of communication, the role of play is incomparable. During the exchange of ideas, conversation and participation in debates in such games, students acquire the following skills in English:

- asking for information, presenting information in the audience, expressing one's opinions and judgments on the issues being discussed, arguing, creating sentences;
- Following the criteria of etiquette in communication, please, express gratitude, apologize, ask for additional information, engage the interlocutor in communication, use speech samples of a certain pattern;
- Use of specialized words and phrases in communication, extensive use of expressions expressing scientific concepts.
- To receive and give information during the dialogue on social-household, political, cultural, educational and professional topics on the topics specified in the program, engage the interlocutor in dialogue, and exchange ideas;

Critically evaluate the content of the read or listen to the text, express one's opinion, etc. Teaching English speaking in the secondary school program is an intermediate educational goal, but it also serves as an educational tool. The status of a tool, it is supposed to help the learning of other types of speech activity. The first stage of listening comprehension begins with communication. In an exchange of information, interlocutors convey their opinions to each other. This type of speech is mostly used in the early stages of English language learning. Because simple or quantitatively less language material is used in this couplet. The plan-couplet, which is intended to work together, is somewhat more complicated in form and content. Therefore, it is appropriate to teach this speech at the middle stage of education [11,12].

Debate is related to activities such as proving the points of view, approaching them critically, convincing the interlocutor, and proving. The speaker's attention is focused on the meaningfulness and logic of the speech. Speech skills are brought to an advanced level. Discussion pairs are recommended to be taught more at the higher level of English language education. In the practice of English language teaching, it is necessary to choose separate language material for each of these types of speech.

Pairs are taught in deductive (from general to specific) and inductive (from specific to general) methods. Deductive method pairs are studied based on an example. In this case, a sample pair of speech is first presented for listening comprehension, then it is memorized, then it is studied part by part with lexical changes, and finally, it is performed independently in a pair.

In the inductive method of teaching pairs, starting from the smallest units, independent thinking begins. In this type of dialogue, attention is paid to mastering the language material along with performing speech exercises.

One of the main methods used in schools is to recite the text read or listened to. In this educational institution, students are required to give short and simple information on the topic lasting 5-7 minutes. This goal is usually achieved by reading or listening to specific texts in textbooks.

In addition to writing, listening comprehension is closely related to speaking. These types of speech acts have common psychological aspects. In speech, the expression of thought occurs first in the inner speech, and then in the sound code. In listening comprehension, the speech mechanisms move in the opposite direction, the listener repeats the perceived sound signals first in internal speech, listening comprehension occurs as a result of the sound matching with the dynamic stereotype stored in memory. Therefore, the development of inner speech is important for speaking and listening comprehension. That is why the famous psychologist N.I. Jinkin put forward the idea that listening comprehension is formed in the process of speaking, and speaking is formed in the process of listening comprehension.

Summary of the first chapter. The various results show that learning English requires every student to be able to understand and understand his language. Therefore, the implementation of the program requirements in schools requires that all skills are necessary to develop the level of knowledge of students.

It is important to us that the teaching of the English language is taught in public schools from the 1st grade. The main purpose of this is to form language learning from a young age, to further enrich children's knowledge.

Conclusions

It is known that in foreign language education, the skills of listening and speaking take the leading place in the development of students' speaking competencies. Learning foreign languages begins with listening and trying to understand the language being studied. In the process of communication, usually one of the communicants speaks and the other listens. So, the processes of speaking and listening understand each other, refine, enrich, strengthen, and often perform the function of keeping each other under control. Speech comprehension during listening also allows the listener to determine his level of knowledge. At the same time, the process of speaking is based on the partner's listening comprehension and response. So, When learning a foreign language, a person with oral skills needs to learn listening comprehension and speaking skills integrally. This is recognized by the majority of scientists, methodologists, and pedagogues, and in their studies, it is noted that the acquisition of foreign languages, in particular, begins with listening and understanding the language in its purest form.

No matter what technical means are used in language teaching, the teacher must know about all of them, be able to use them and teach them to students. Also, they must know how to prepare for classes and prepare materials when using these tools.

Therefore, the introduction of media education tools, ensuring that English language teaching methods meet the requirements of the time is one of the urgent tasks of pedagogues-scientists and methodologists.



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