

DEVELOPING LISTENING SKILLS THROUGH MODERN INTERACTIVE METHODS TO ESP STUDENTS

Akhmedova Kh.T. (Republic of Uzbekistan) Email: Akhmedova661@scientifictext.ru

*Akhmedova Khalima Tukhtaevna - Teacher
DEPARTMENT OF FOREIGN LANGUAGES INTER-FACULTIES,
FOREIGN LANGUAGES FACULTY,
TERMIZ STATE UNIVERSITY, TERMIZ, REPUBLIC OF UZBEKISTAN*

Abstract: nowadays, the teaching of listening skills has emerged more interest than the last decade. Many studies represented that listening skills are significant to develop effective class interaction among students and teachers. According to Thomson interaction between school teachers and their students primarily relies on beneficial interactive listening skills because students are demanded to be able to grab, process, and negotiate meanings with the use of target language. In this article the author talks about the use of listening activities to enhance the certain skills of the learners. She also claims that this is the modern technique which is used actively by ESL teachers and students as well.

Keywords: listen, students, teachers, understand, English, learning resources.

РАЗВИТИЕ НАВЫКОВ СЛУШАНИЯ ЧЕРЕЗ СОВРЕМЕННЫЕ ИНТЕРАКТИВНЫЕ МЕТОДЫ ДЛЯ СТУДЕНТОВ ESP Ахмедова Х.Т. (Республика Узбекистан)

*Ахмедова Халима Тухтаевна – преподаватель,
кафедра языков между факультетами,
факультет иностранных языков,
Термезский государственный университет, г. Термез, Республика Узбекистан*

Аннотация: в настоящее время преподавание навыков слушания вызвало больший интерес, чем в последнее десятилетие. Многие исследования показали, что навыки слушания важны для развития эффективного взаимодействия класса между учениками и учителями. По словам Томсона, взаимодействие между школьными учителями и их учениками в первую очередь основывается на полезных интерактивных навыках аудирования, потому что ученики должны уметь понимать, обрабатывать и обсуждать значения с использованием целевого языка. В этой статье автор рассказывает об использовании аудирования для повышения определенных навыков учащихся. Она также утверждает, что это современная техника, которая активно используется преподавателями и студентами ESL.

Ключевые слова: слушать, студенты, учителя, понимать, английский, учебные ресурсы.

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There is necessity to be able to listen carefully to distinctions done by teachers and lecturers and also to class discussions in order to percept the information and to participate in the conversations. Brown claims that, students with good listening skills have better capability to take part effectively in class because they understand the clarifications from their teacher better than the other students.

The reason why the topic taken as the theme of the research is as follow - the students have to learn in order to have the possibility to understand spoken and written texts presenting hopes and prayers, suggestions, offers, opinions/thoughts and their responses. These students are expected to obtain the skill to communicate with their feelings in interpersonal talks accurately and fluently. They also have to be able to answer to other people's feelings and expressions properly.

In common, these major competencies cannot be achieved easily by the students. The standards of listening are certainly difficult for the ESL learners where their exposure to English is limited. In order to deal with these hardships, teachers have to accurately organize their listening lessons prior to the class. It is their obligation to design carefully their teaching strategies in order to successfully pass on the listening materials and skills to their ESL listening students. The research had taken in order to identify the attitude and the language proficiency of the student from different angles of the world. The research showed that a number of students were dynamic in speaking and reading and executed them well when passing a conversation in English although they run across with some issues with understanding. By contrast, on the basis of school assessment results, it was distinguished that many students had trouble with listening comprehension when listening to English recorded materials. Only fifty percent of the students attained the minimum standard seventy five whilst for the rest remedial classes are necessary. What is more, on accordance of observations although the students strived to focus and listen to the English recordings at first they seemed to lose their concentration after a few minutes. When the recording was

played, they come to a stop when asked to retell what they heard. They seemed as if to turn off their listening. From the discussions, the students acknowledged that they did not understand the English in the recording which led them to stop listening. Schmidt-Rinehart points out that, this problem may occur because they were not got acquainted with listening to English at the normal rates of spoken English. So only for that reason there emerged the need to have new method and approach to possess listening skills in better sense [2].

Due to that, the use of audio-visual aids in language teaching has gained much importance nowadays. Ahmad takes into consideration several learning resources that can be accepted as audio-visual aids (viz): television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-assisted instructions. Asokhia has mentioned that the term audio-visual is a compound word from audio and visual. Audio materials relate to those that can be heard and that are recorded in digital audio files, tapes or CDs. Every recorded dialogue, speech or song in English can be audio material for an ESL classroom. Then, visuals are materials that can be seen like pictures, posters, graphics, videos, charts, flash cards and of course films [2]. This study accentuates the use of video as an audio-visual aid for improving students' listening skills especially the use of authentic videos. This medium was selected to heighten the students' familiarity with normal rates of speaking English by native speakers. Nunan makes the point that learners should be fed as rich a diet of authentic data as possible [3]. He affirms that if they only ever encounter contrived dialogues and listening texts, their learning tasks will be made more difficult in real life. Therefore, it is important for learners to listen to and to read authentic materials, indeed as many different kinds as possible.

Listening is the process of paying attention to sounds and trying to get meaning from them. However, in the past, some assumed it was a passive activity, listening is an active operation in which the listener must separate within sounds, understand words and verbal structures, interpret intonations, and retain the information gathered in order to interpret it in the context or setting. There are two exact processes or techniques involved in listening; the top-down process and the bottom-up process. Benet has asserted that listening is a combination or dual process. The two processes occur spontaneously and thus they are interrelated. Listeners use 'bottom-up' processing when they use linguistic knowledge to understand the meaning of a message. Conception of the main idea in a voiced listening passage is an important listening skill in a similar way that understanding the main idea in a written passage is an important reading skill. The main idea is the major point of a statement or passage it is the general broad term of all the words presented. It is the big idea, without any of the smaller details or additional unrelated information [4].

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