



INTEGRATING LISTENING AND SPEAKING SKILLS THE IMPORTANCE OF
LISTENING IN LANGUAGE LEARNING AND THE PROBLEMS OF LISTENING
COMPREHENSION THAT LANGUAGE LEARNERS FACE

Inamova G. A

Researcher (Phd) doctorant , Namangan State University,Uzbekistan

ABSTRACT

Listening is the process of listening to a foreign spoken language. it is considered the most time-consuming skill, which includes several factors. In contrast to reading for understanding in real-time requires listening. It is impossible to pause and think, especially in the exam, where time is very limited. Here you can not control the content, as when speaking or writing your own text, there is no way to bypass unknown lexical units and grammatical structures, replacing them with more familiar ones.

KEY WORDS: *Listening, foreign spoken language, grammatical structures, conversation, second language.*

INTRODUCTION

The speaker's conversation sometimes has certain features that make it difficult to understand the text; in this case, we are talking about a kind of accent, diction, intonation. English includes a large number of different dialects. Very often, representatives of different regions of the United Kingdom, the United States, or Australia have difficulty understanding each other. The rate of speech of the average Englishman or American is quite fast. The term "listening", as already mentioned earlier, was introduced into the methodology by the American psychologist Don Brown. According to the definition given by Rogova G. V. and Vereshchagina I. N., "listening" is the understanding of speech perceived by the ear. It is a perceptual, mental, activity: - perceptual - because perception, reception, perception is performed; - mental-because its performance is associated with the main mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization, etc.; - because there are a selection and assimilation of informative features, image formation, recognition, recognition as a result of comparison with the standard stored in

memory. So, according to the research of most scientists, the main difficulties encountered in listening are:

TRY TO UNDERSTAND EVERY WORD

Even though we can handle missing whole chunks of speech by speaking in our native language on a noisy street, many people don't seem to be able to easily transfer this skill to a second language. One way to solve this problem is to show them how to identify important words that they need to listen to. In English, this is shown in an easy-to-understand way by which words in a sentence are underlined (spoken louder and longer). Another challenge is to give them one very simple task that you know they can complete even if they don't get 90% of what they say, to boost their self-confidence, such as identifying the name of a famous person or noticing something that is mentioned many times.

Stay behind, trying to figure out what the previous word meant.

This is one of the aspects of the above-mentioned problem that all people who speak a foreign language have faced at one time or another. This often happens when you hear a word that you half-remember and find that you have completely lost the thread of what was said by the time You remember what it means, but it can also happen to words That you are trying to work out that sound like something in Your language, words that You are trying to work out from the context, or words that You have heard many times before and are trying to guess the meaning once and for all. An individual listening, You can reduce this problem with a dictionary Preface and get students to speak on the same topic first to bring the appropriate vocabulary for that topic area closer to their brain. You can also use listening to shorter segments, or use the pause button to give their brain a chance to catch up, but it's not so easy to train them to cope with the many demands of listening and parsing the meaning of words. One training method is to use a listening session or two to get them to focus only on guessing words from context. Another method is to load the tasks even more by adding a logic puzzle or listening and writing tasks, so just listening and trying to remember the words seems like an easier option. Finally, spend a lot of time reviewing the vocabulary and working on skills where they come into contact with it and use it, and show students how to do the same in their free time so that the amount of half-remembered vocabulary is much less.

POOR VOCABULARY.

Again, teaching vocabulary before each listening session as a short-term solution and working on the skill of guessing words from context can help, but please make sure that you practice this with words that can actually be guessed from context (a weakness of many textbooks), and that you work on this by reading texts for some time to build a much more difficult skill of guessing vocabulary and listening at the same time. Another solution is to simply expand their vocabulary and teach them to do the same in their free time, using lists of vocabulary articles, graded readers, a monolingual dictionary, etc.

BAD MEMORY.

If You have a well-trained textbook for Your class, then this is probably a more common (and more tragic) problem than not knowing the dictionary at all. In addition to students being too busy thinking about other things and skipping the word, common reasons they may not recognize the word include not being able to distinguish different sounds in English (for example, /l/ and /r/ in the words "led" and "red" for many Asians), or conversely, trying to listen to differences that don't exist, such as not knowing words like "there", "them" and "they" are homophones. Other causes are problems with verbal stress, sentence stress, and sound changes when words are pronounced together in natural speech, such as in weak forms. All this comes down to the fact that sometimes working on pronunciation is the most important part of building skills of understanding speech by ear.

PROBLEMS WITH DIFFERENT ACCENTS

In a modern textbook, students have to deal not only with various British, American and Australian accents but also with Indian or French. While this is theoretically useful when they get a job with a multinational company, it may not be an additional problem that they need right now - especially if they studied exclusively American English at school. Opportunities to make certain listening with a tricky accent easier include rewriting with some other teachers before class, reading all or part of the script in your (hopefully more familiar and therefore easier) accent, and giving them an audition task where written questions help fill in the blanks. If this is an accent that they particularly need to understand, for example, if they are dealing with outsourcing in India, you can actually spend part of the lesson on the characteristics of this accent. In order to develop their ability to cope with different accents, in the long run, it is best to

get them to just listen to a lot of English, such as television without dubbing or BBC world service radio. You may also want to think about focusing your pronunciation work on the sounds they need to understand many different accents, rather than just one, and focusing on listening with accents that are relevant to that particular group of students, such as the nationality of their head office.

LACK OF STAMINA

Again, anyone who has lived in a foreign country knows well that you do a great job with a conversation or movie until your brain seems to reach saturation point, and from that point on, nothing goes inside until you run to the toilet for 10 minutes. The first thing you need to remember is that you should build the length of the texts you use (or the length between pauses) throughout the course, just like the complexity of the texts and tasks. You can make the first time they listen to a longer text successful and therefore increase confidence by doing so in the part of the lesson and part of the day when they are most alert, without overloading their brain with a new language beforehand, and give them a break or light activity before they start. You can increase their stamina by making speaking assignments longer and longer during the semester, and they can practice the same outside of class by watching a movie in English with subtitles and taking the subtitles off for longer and longer periods of time each time.

MENTAL BLOCK

This may not just be a case of a student having difficulty with poorly graded texts to listen to at school, in exams, or in self-study materials, but even a whole national myth that it is difficult for people from their own country to listen to English. Whatever the reason, before you will be able to develop their skills, they need to regain their self-confidence. The simplest solution is to use much simpler texts, perhaps using them mainly as a hint to discussions or grammatical presentations, so as not to make them feel patronized. In the same way, you can mask other simple tasks of listening to speech, since pronunciation works on coherent speech, etc.

DISTRACTED BY BACKGROUND NOISE

The ability to handle background noise is another skill that is not easily transferred from L1 and develops along with the students' hearing and General

language skills. In addition, to make sure that there is not a lot of hissing or worse on the tape (for example, recording the tape at normal speed rather than double, using the original or adjusting the bass and treble) and choosing to record without street noise, etc., you also need to reduce the noise inside and outside the classroom. Plan an audition when you know that the street will be quiet, for example, not at lunchtime, when the class next door is also engaged in listening. Reduce the noise level in the classroom by completing the first task with closed books and pens. Increase their self-confidence by allowing them to do the same listening with headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an extra call using a recording with background noise, such as a conversation at a cocktail party.

The lack of images

Young people today simply cannot cope without multimedia! Despite the fact that students who are not used to listening to the radio in their native language can not help, most students believe that body language and other tips to help cope with a particular problem in a foreign language are missing. Setting a scene with some photos of people talking can help, especially tasks, where they put pictures in order as they listen, and using videos instead, makes nice changes and is a good way to make skills like guessing words from context easier and more natural.

HEARING PROBLEM

In addition to people like older students who have General hearing difficulties and need to sit next to cassettes, you may also have students who have hearing problems at certain frequencies or have special problems with background noise. In addition to playing with the graphic equalizer and other tips for working with background noise, you can try setting most listening tasks as homework and/or allowing one or more students to read from the tape while listening.

CONCLUSION

This was the problem that occupied me the longest, but voices that clearly differ with a native speaker can be completely confusing to a non-native person. I don't quite understand why these problems occur in some cases and not in others, but a native speaker can recognize noise, accent, or a difference in key that eludes the student. You can avoid these problems by using texts with one

woman and one man, or you can practice them with tasks where students only need to count how many times the speaker changes.

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