Principles of Technology for Teaching Listening

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Abstract: The article deals with the problems of teaching listening. It also discusses how to improve students' listening skills and looks at the comprehension process and listening strategies.

Keywords: listening, a communicative goal, comprehension, professional activities.

Introduction:

The problem of teaching listening has received a lot of attention in scientific research, but to say that it is completely solved would be wrong. There are many issues that are of interest and on which methodologists and practitioners continue to work. In the course of teaching a foreign language, listening is considered as a separate type of speech activity, which can also be considered a teaching tool. The goal of listening training is to understand by ear a foreign language. This type of speech activity is quite complex and requires special attention. In addition, on the part of the teacher, it is necessary to carry out the correct selection of material for listening and the development of assignments that correspond to the level of training of listeners.

Today, students have tremendous opportunities to constantly hear foreign language speech (films, songs, news, various programs, etc.), to communicate with native speakers directly through the Internet. Of course, all this has a positive effect on the development of mechanisms for the perception of foreign language speech. From our point of view, one of the positive factors affecting the result of teaching a foreign language can be an increase in the effectiveness of teaching listening. [1,113] To accomplish this task, the teacher needs take into account a number of conditions:

➢ determination of interests and motives as an indicator influencing the choice for listening, the development of tasks for such a text;

➢ analysis of the text from the point of view of its information content, relevance and communicative focus;

➢ determination of criteria for assessing students' activities in performing tasks in listening to this text.

For effective listening, the teacher should focus him on the leading activities of the students. In psychology, there are three such types of activity that coexist throughout a person's life: play, study and work. In all these types of activities, the leading role is given to communicative activity.

In the process of learning a foreign language, students take part in conferences, exchange programs, project development, various levels of Olympiads, etc., therefore, the teacher must select auditory texts in such a way that students, acquiring new knowledge, can implement them in their professional activities.

This will help them broaden their horizons, increase their interest in a foreign language and specialty, and also be an incentive for self-education. Knowing the teacher's needs, interests, and motives greatly helps and simplifies the search for appropriate auditing materials and the development of assignments.

The communicative orientation of the proposed text consists of two components: primary and

secondary informational content. The primary in formativeness of the text is as follows: when analyzing the text, the motive and purpose generated by the author of the text are considered. The listening text can extract complete and necessary information and not pay attention to the communicative intention of the author, i.e. we are talking about the secondary information content of the text. The text must have primary information content, and secondary information content occurs in addition to the author's intention. It is important for the listener to understand both types of information content. Materials selected for listening should include new interesting facts, be meaningful and professionally oriented. Depending on their subject matter and content, the information contained in these materials can be used for educational and professional purposes and communication activities. At the heart of each of the auditory materials is a communicative goal - to communicate certain information and induce appropriate action.

It is known that oral speech appears in two forms - monologue and dialogic - and each of these two forms of oral speech requires its own system of exercises when teaching listening. The main task of students in the perception of monologue speech is to understand and determine the circle of events, the thread of the story, to link the main idea and the most important details of the message, etc. At the same time, listening to monologue speech is somewhat easier than dialogic. Having created the right focus of thought on the perception of a particular text, students can easily guess what will be discussed next, they can anticipate events.

Analysis:

For the perception and understanding of texts of a narrative nature, it is also necessary to teach students to highlight the facts referred to in the message; to separate one episode from another; observe the sequence of actions; have a good idea of what is being said; be able to highlight the ideas expressed in speech; be able to separate the main from the secondary; be able to guess the possible content of the statement: a) by exposition; b) according to the situation (for dialogical speech); understand the content of speech regardless of individual incomprehensible places[5,174].

The perception of speech of a dialogical nature is complicated by the fact that in such a speech there are two or more persons speaking in different voices, different timbres, and possibly with different rates of speech. With this in mind, it can be argued that when teaching English listening comprehension, one should start training with monologue speech and gradually move on to dialogic speech listening comprehension. At the same time, it is necessary to take into account the features of various texts and the skills that students should develop.

For the perception of texts of a plot nature, subject and logical understanding may not be enough. A deep and accurate understanding of what is heard involves penetration into what is expressed in the story not straightforwardly, but indirectly, allegorically, with the help of artistic means and intonation. In this case, we can talk about understanding the implicit meaning of the statement and understanding the expressiveness of speech, which is a prerequisite for revealing the subtext.

The types of work on the form and content of the material, on individual difficulties and a complex of difficulties depend on the nature of the texts.

Descriptive texts, as a rule, are less interesting and emotional, therefore, when listening to them, it is necessary to keep a certain amount of detail in memory. It is possible that these details relate to a little-known area. Then the understanding of the text is even more complicated. At the same time, if the content of these texts is close to the experience of students, then they, as a rule, do not cause difficulties [6,14].

The nature of the description is also important: what is of greatest interest - the subject or qualitative description. When the subject description is in the center, qualitative characteristics can be considered details and understanding them is not so essential for understanding the text as a whole. When the texts must give a qualitative description, then understanding each such detail is very important.

A plot dynamic text mobilizes attention more easily, arouses a desire to better understand its content.

However, when determining the methodology of work, it should be remembered that any text for listening includes a whole range of difficulties. These difficulties should be taken into account when grading texts for listening.

Here are some criteria for grading texts.

1. Topics that are closer to the interests of students, and topics that are distant, less familiar. So the text about the homeland is closer to students than the text about the country of the language being studied. This text, of course, should follow the first one.

2. The different nature of language difficulties. With the same number of language difficulties, they are overcome in different ways. It depends on the degree of proximity of the English vocabulary to similar words and combinations of words in the native language; on how transparent the context is; containing a new word; from the place of this or that new word in the text. A lexical difficulty placed at the beginning of a story will cause significantly more difficulties for students than the same difficulty in the middle or at the end of the story,

3. The presence of visual support in the text or its absence. For example, text accompanied by illustrations must precede similar text, which is perceived only auditorily.

4. The text sounding from the voice of the teacher must precede the text in the recording.

Considering these and some other criteria; which make up the understanding of the gradation of the difficulties of texts, we can offer the following approximate scheme for such a gradation of texts.

Listening training should begin with descriptive texts with topics close to the topics of the textbook texts or the interests of students containing no more than 2-3% of new vocabulary, among which words and word combinations that are similar in sound and meaning to the words of the native language predominate or placed in a transparent context. - Texts of the initial stage of training should not contain compositional difficulties, their volume should not exceed 600-800 printed characters. These texts are presented, with the voice of the teacher, who is in front of the students. In some cases, illustrations to the texts are needed.

The second stage is narrative texts, the action of which develops around an entertaining plot, containing 5-6% of unfamiliar vocabulary. The volume of such texts can significantly exceed the volume of descriptive texts and reach 1000-1200 printed characters.

The third stage is informative and narrative texts, all kinds of messages, up to 1000 printed characters, containing 5-6% of the new vocabulary.

The fourth stage is story texts, spoken by the teacher, up to 1500-1800 printed characters, containing up to 8% of unfamiliar vocabulary.

Then you can present the texts that were discussed earlier in the recording; from descriptive and narrative, move on to listening to dialogic texts and complete the work on developing listening skills with the perception of all kinds of jokes, anecdotes, riddles.

Conclusion:

A communicative goal setting can have different forms of implementation, on the basis of which the following classification can be drawn up: text-reasoning, text-instruction, text-order, text-request. Based on this classification, it is possible to determine the nature of the communicative tasks facing the listener. When choosing a text, one should take into account all the components of its communicative and cognitive potential, since this will contribute to the achievement of communicative listening. Assessment is an important part of the learning process and can be done based on how the listener uses the information received. This should not be just a summary of the information received, but the ability to use it in the analysis of events, phenomena, their

assessment and presentation of their personal relationship. Of course, increasing the effectiveness of teaching listening will contribute to the entire process of teaching a foreign language.

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