

TEACHING LISTENING OF THE ENGLISH LANGUAGE

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*Andijon viloyati Shahrixon tumani ixtisoslashtrilgan Prezident
agentligi maktabi ingliz tili fani o'qituvchisi*

Annotation: *Teaching listening skills is possibly the hardest part of our job as Efl teachers. It is much harder when you teach listening to young learners with very little English exposure at home or in mainstream schools in countries where English is not widely spoken.*

Key words: *exposure, purpose, terms, limit distraction, comprehension, rhythm.*

According to Funk and Funk (1989), it's important to have a goal or purpose for every listening activity. First, begin by stating a purpose. This will give students guidance to know where to focus, enabling them to achieve success. Next, help students connect what they already know with what they will hear in the audio story by asking questions about their personal experiences with the topic. Explain what students need to understand before listening, preview vocabulary words. Invite them to think about relevant prior knowledge, anticipate the subject of the story, or otherwise engage actively in preparing for the story. If playing the story out loud to the whole class, limit distraction by making the environment at home or in school as quiet as possible. For instance, use headphones for listening if appropriate. Next, introduce tools and strategies for successful listening. Students can use a listening organizer to help them focus on important ideas and details while listening to the story, which can help to deepen their understanding. For example, listening organizers might include T-charts, Venn diagrams, or a blank page to keep track of a character's actions in the story. Such organizers can guide students in taking notes to help them focus their listening and teach them strategies to support comprehension in other contexts. If students do not understand a word or idea, they can use clues from the story to make a guess. If they are listening independently, they can stop the audio and think or listen again as needed. They can be "problem-solving listeners". These strategies should be taught before students begin listening with reminders provided as needed. Finally, engage students in synthesizing what they learned from listening to the story with a focus on key understanding goals. For example, ask students to respond to listening comprehension questions in writing and then share their responses. This could either be with a partner, small group, or in front of the whole class. Discuss key themes in the story and encourage students to make connections to other texts or experiences. Students can respond to questions about the story through writing, speaking in conversation, recording themselves speaking, or a combination. If it's true that listening skills are the most important outcomes of early language teaching that explains the constant demand for methods that successfully improve listening skills of learners. Songs can be one of the most enjoyable ways to practice and develop listening skills. Any

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syllabus designed for teaching English as a Second/Foreign Language to young learners typically contains songs, chants, and rhymes. Musical expression is an essential part of the human experience, and children respond enthusiastically to songs and welcome them. Klein argues that teaching YLs is different from teaching adults. YLs tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, children show greater motivation than adults to do things that appeal to them. It therefore helps if the teacher is inventive and selects a wide variety of interesting activities, especially with songs. The purpose of this article is twofold: I will first provide a theoretical discussion about listening skills and YLs, and about songs and YLs in general; second, I will provide a sample lesson for what can be called “Listen and Do” songs for YLs at the beginning level. These are the songs to which students physically respond by performing an action (e.g., a song contains the words “wake up,” and whenever students hear “wake up” they perform an action, such as raising their hands). Teachers around the world can apply this lesson to songs of their own choice to make students active participants in the listening activity from start to finish. Following the lesson plan is a short list of online song resources for teaching young ESL/EFL learners. Listening skills and young learners. Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language. For learners, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this happens by listening to the teacher, a CD, or other learners. It is the process of interpreting messages—what people say. Two theories of speech perception portray listeners as having very different roles. In the first view, listeners play a passive role and simply recognize and decode sounds, and in the second view, listeners play an active role and perceive sounds by accessing internal articulation rules to decode speech (Crystal 1997).

Whether speech perception is active or passive, or a combination of both, Phillips (1993) says that listening tasks are extremely important in the primary school setting, providing a rich source of language data from which children begin to build up their own ideas of how the foreign language works. This knowledge is a rich source that YLs draw on to produce language. Listening is the initial stage in first and second language acquisition. According to Sharpe (2001), the promotion of children’s speaking and listening skills lies at the heart of effective learning in all subjects of the primary curriculum. Therefore, ESL/EFL teachers have to make the development of children’s listening skills a key aim of primary teaching and equip them with the best strategies for effective listening. Linse (2005) also considers the teaching of listening skills as foundational to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims. To this end, Ur (1996) argues that a listening purpose should be provided in the definition of a pre-set task. The definition of a purpose (a defined goal, as in the “wake up” example) enables the listener to listen selectively for significant information. Providing the students with some idea of what they are going to hear and what they are asked to do with it helps them to succeed in the task; it also raises motivation and interest. The fact

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that learners are active during the listening, rather than waiting until the end to do something, keeps the learners busy and helps prevent boredom. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age.

In a conclusion, Listening is one of the key language skills for YLs' language development. The YL listening classroom needs to relate listening tasks and materials to YLs' experiences in real life and help develop strategies to decode messages effectively. In order to teach listening effectively, teachers should re-think what they do in the classroom and make choices: use authentic materials as input, design motivating tasks not comprehension questions, make use of textual and contextual resources, make listening purposeful and fun.

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