TEACHING LISTENING AND ITS PECULIARITIES IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

This article deals with the study of the peculiarities of teaching listening in teaching FL, the difficulties students face and the ways of overcoming these difficulties have been investigated in detail.

Keywords: Auding, speech sounds, intonation, different phonemes, phonetic difficulties, grammatical difficulties, lexical difficulties, communication, situation.

INTRODUCTION

Auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When auding a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auding: (1) linguistic material for auding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in auding. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. Phonetic difficulties appear because the phonic system of English and Uzbek differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding.

They can hardly differentiate the following words by ear: worked -- walked; first -- fast -- forced; lion -- line; tired -- tide; bought -- boat -- board.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: The horse is slipping. The horse is sleeping. They worked till night. They walked till night.

The opposites are often misunderstood, for the learners often take one word for another. For example: east-- west, take -- put; ask -- answer. The most difficult words for auding are the verbs with postpositions, such as: put on, put off, put down, take off, see off, go in for, etc. Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: to work -- work; to answer -- answer; -ed as the suffix of the Past Indefinite and the Past Participle.

The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for auding:

The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology, etc).

The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to arouse pupils' interest in auding such a text. Narration is more interesting for auding. Consequently, this type of communication should be used for listening comprehension.

The context and pupils' readiness (intellectual and situational) to understand it. The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing pupils' skills in auding.

The form of communication: whether the text is a dialogue or a monologue. Monologic speech is easier for the learners, therefore, it is preferable for developing pupils' ability to aud.

3. Conditions of presenting the material are of great importance for teaching auding, namely: The speed of the speech the pupil is auding. The hearer cannot change the speed of the speaker. There are different points of view on the problem of the speed of speech in teaching auding a foreign language. The most convincing is the approach suggested by N. V. Elukhina. She believes that in teaching auding the tempo should be slower than the normal speed of authentic speech. However this slowness is not gained at the expense of the time required for producing words (that might result in violating the intonation pattern of an utterance), but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses. Gradually the teacher shortens the pauses and the tempo of speech becomes normal or approximately normal, which is about 150 words per minute.

The number of times of presenting the material for auding: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. However they sometimes can grasp only 50% of the information and even less, so a second presentation may be helpful. In case the pupils cannot grasp most of the information, practice proves that manifold repetitions when hearing do not help much. It is necessary to help pupils in comprehension by using a "feed back" established through a dialogue between the teacher and the class 1 which takes as much time as it is required for the repetitive presentation of the material.

The presence or the absence of the speaker. The most favorable condition is when pupils can see the speaker as is the case when the teacher speaks to them in a foreign language. The most

unfavorable condition for auding is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation.

The voice of the speaker also influences pupils' comprehension. Pupils who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when auding in a foreign language.

What are the psychological characteristics of oral language? They are as follows:

Speech must be motivated, i. e., the speaker expresses a desire to inform the hearer of something interesting, important, or to get information from him.

In teaching a foreign language it is necessary to think over the motives which make pupils speak. They should have a necessity to speak and not only a desire to receive a good mark, Ensure conditions in which a pupil will have a desire to say something in the foreign language, to express his thoughts, his feelings, and not to reproduce someone else's as is often the case when he learns the text by heart. Remember that oral speech in the classroom should be always stimulated. Try to use those stimuli which can arouse a pupil's wish to respond in his own way.

Speech is always addressed to an interlocutor.

Organize the teaching process in a way which allows your pupils to speak to someone, to their classmates in particular, i. e., when speaking a pupil should address the class, and not the teacher or the ceiling as is often the case. When he retells a text which is no longer new to the class, nobody listens to him as the classmates are already familiar with it. This point, as one can see, is closely connected with the previous one. The speaker will hold his audience when he says something new, something individual (personal). Try to supply pupils with assignments which require individual approach on their part.

Speech is always emotionally colored for a speaker expresses his thoughts, his feelings, his attitude to what he says.

Teach pupils how to use intonational means to express their attitude, their feelings about what they say. That can be done by giving such tasks as: reason why you like the story; prove something; give your opinion on the episode, or on the problem concerned, etc.

Speech is always situational for it takes place in a certain situation.

While teaching speaking real and close-to-real situations should be created to stimulate pupils' speech. Think of the situations you can use in class to make pupils' speech situational. Remember the better you know the class the easier it is for you to create situations for pupils to speak about.

It is natural while learning a foreign language that pupils make mistakes. They make mistakes in auding when they misunderstand something in a text. They make mistakes in speaking when pupils mispronounce a word, violate the order of words in a sentence, misuse a preposition, an article, use wrong intonation, etc. The teacher's main aim is to prevent pupils' errors.

If a pupil misunderstands something when auding the teacher should do his best to ensure comprehension. He suggests that the pupil should either listen to the sentence again; if he does not understand it properly the teacher or the classmates help him to paraphrase the

sentence or translate" it, or see it written. The latter often helps if pupils do not get used to hearing, if they are eye-learners. As far as speaking is concerned it is the teacher who corrects pupils' mistakes. It is a bad habit of some teachers to ask pupils to notice mistakes when their classmate is called in front of the class to speak.

1. If a pupil makes a mistake in something which is familiar to him, it is preferable to correct it at once. But in order not to confuse the pupil and stop his narration the teacher helps the child with the correct version.

If a pupil makes a mistake in something which he has not learned yet the teacher corrects his mistakes after he has finished speaking.

If many pupils make the same mistakes, for instance, in prepositions, articles, or in tense forms the teacher makes note of them and gets the pupils to perform drill exercises after answering questions.

Oral exercises are used for the pupils to assimilate phonetics, grammar, and vocabulary. They are mostly drill exercises and the teacher turns to them whenever he works at enriching pupils' knowledge in vocabulary and grammar, at improving pupils' pronunciation, etc. For example, reciting a rhyme or a poem is considered to be an excellent oral exercise for drilling pronunciation and for developing speech habits. Making up sentences following the model is an excellent oral exercise for fixing a sentence pattern and words which fit the pattern in the pupils' mind. Making statements with the words or phrases the teacher gives is another valuable oral exercise which allows the teacher to retain them in his pupils' memory through manifold repetitions.

Having made our work we come to conclusion, that auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

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