

LISTENING IS ONE OF THE MAIN OPPORTUNITIES IN LEARNING ENGLISH

Azizova M. R.

Senior teacher Andijan machine building Institute, Andijan, Uzbekistan

Ikramova Muslima

The 2nd course student

Language consists of four modalities - listening, reading, writing and speaking. They are interrelated. Learners increase their ability to listen, speak, read & write by becoming involved with language. Among language teachers these modalities are known as the four "skills". The term "skill" simply means ability of expertness.

Judging the roles of the four skills we may say that listening is that component of language with which every living being begins the learning process and we depend on throughout our life.

Listening is important in 2nd language pedagogy as one of the methods by which humans attempt to make sense of the surrounding world. An experienced school teacher defines listening as one of the learning "subjects" not only in middle schools but, probably in our society as well'. specialist asserts "that listening skills can and should be taught"2.

Another Listening status as a separate subject has gradually given teachers the opportunity to focus on particular activities in all language components, i.e. be able to produce a FL sounds and prosodic units in phonetics & phonology, develop a whole vocabulary of a text, establish sentence patterns and follow directions - all essential for developing speaking, reading and writing.

Be allowing us to hear and interpreted environmental sounds listening serves as an aural vehicle for comprehension development'. To our mind there must be lessons in listening need to involve students as active listeners: for example, discussing a book they have read, plays, films and art shows they have seen-give the learners a purpose for listening.

The first listening activity focuses on comparing and contrasting the meaningful and non-meaningful sound segments' status, whether they are separate phonemes or allophones of certain phonemes:



a) the articulation of the consonant sound [t] in vowel and consonant environments: team, ten, two, tank, try, eight, eighth, cotton.

b) substitution of sounds change the meaning and the form of words: pen- ten-men- hen-when, sing-sang-sung.

One aspect of listening, auditory discrimination distinguishes the difference between sounds aids spelling and reading proficiency: the sequence of "oo" letters is uttered in some ways: good, blood, moon, poor; the sequence of "ough" - as though, thought, cough, enough, though.

Traditionally in listening there is an assumption that students can improve their perception, then their ability to speak the language will also improve? The learners were exposed to their teacher speaking English. The learners were lucky if their teachers' pronunciation was satisfactory, but if not There appear some questions. Nowadays the non-phonetician teachers assume that students will pick up the ability to acquire the RP type of English naturally from radio, TV as they acquired some command of the production of English segmental & suprasegmental. But this is unachieved task.

2ndly, there is no auditory hours available in junior courses the native-like pronunciation objectives and understanding by native like professional teachers as a 2nd foreign language. Learners will be lucky if they will be presented to records and tapes natural English. In order to be proficient in English pronunciation and be able to teach the primary importance must be paid to the mechanism of articulatory apparatus, its dimensions, their activities and functions; to produce, properly the phonetic means not only in isolated word, but in phrases and sentences due to the orthographic norms of the language:

The 2nd listening activity focuses on the learners ability to distinguish between utterances or phrases: Tree or three leafs, "an aim or a name" , "my skill - mice kill", "white shoes - why choose", "Ice or the meat - I saw the meat", "to be fond of walking - to be fond of working", which are minimally different from each other. Such kind of activities is closely allied to their correct teaching of pronunciation expressing the verbal processes.

The 3rd listening activity focuses not on individual segments, but on the prosody of words - stress, rhythm and intonation. The learner must be aware of the behavior of stress and its types which have grammatical functions:



a) the change of place of stress distinguish the parts of speech and their meanings: 'object -ob'ject, 'present - pre'sent, 'abstract - abs'tract,

b) distinguish the compound nouns from word combinations: a'tall 'boy- a 'tall boy, a 'dancing 'girl - a' dancing girl

c) distinguish the word or emphatic stress: 'Do you 'go to the wedding? - ,Yes, I ,do. I 'do ask you. You 'must read it.

d) distinguish the behavior of function words individually or in compound verbs: - The 'book is on the ,box. - 'Put 'on your coat. - 'This 'present is for Nick. - She is 'looking 'for her watch.

e) distinguish the fixed and free word stress:

a) 'wonder- 'wonderful-'wonderfully

b) 'diplomat-diplómacý- diplomátic question tag sentences.

She is an architect, isn't she?, said with a falling intonation (expressing agreement) and She is a Latin teacher, isn't she?, said with a rising intonation (indicating relative uncertainty). f) Listen and distinguish between the

The 4th listening, activity focuses on the real instances of language use, i.e. to describe, to explain, to apologize the speeches to be the material really The argument is that the learners should be exposed to real authentic. conversations of every hesitations, interruptions, difficult day life. They include prosodic signals- pauses, accents... etc. as real instances of language use.

The survey of literature on this aspect supposes us to come to conclusion that the architectonics of listening materials is not always fully thought. The listening activities must deal more with what goes on in the students' head (process) than the answers (product) to exercises.

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Anjuman qatnashchisining talabnomasi:

1. Familiya, ism, sharifi (to'liq): Azizova Maxaram Rashitovna
2. Ilmiy darajasi va unvoni: -
3. Ish joyi, lavozimi: Andijon mashinasozlik instituti, O'zbek tili va adabiyot kafedrası katta o'qituvchi
4. Konferensiya yo'nalishi (seksiya) raqami: 4-seksiya
5. Tezisning nomi: Listening is one of the main opportunities in learning English
6. Telefon: +998(91)479-17-54
7. E-mail: azizova01954@gmail.ru