

MODERN TECHNIQUES IN TEACHING LISTENING

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Abstract

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. The scholars lists a series of micro-skills of listening, which they call enabling skills.

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well.

In our article, we listed the following subdivisions of modern listening techniques. They are kinesthetic, verbal/aural and visual.

Kinesthetic pupils learn best when they move and groove—that is, when they get their bodies involved in the activity. Here are some listening activities you can do that will get students up and moving in class.

Simon Says

Simon Says is a great go-to listening game. It's practically perfect for teaching with Total Physical Response. When your students play Simon Says, they will have to follow simple commands and move their bodies in the way you direct them.

This game is also great for reviewing vocabulary or grammar structures if you make a point of including them in your verbal directions.

Verbal/aural students do best when they hear or speak what you want them to learn. You can try these next activities for students who learn best by listening.

Hearing is Believing

Before listening to a dialogue, play some background noise that matches the location of your scene and have students make predictions about what will be in the dialogue.

For example, play a movie clip (without visual or dialogue) that occurs in a restaurant (like this one) before playing a dialogue of people ordering food.

Back-to-back Interviews

In Back-to-back Interviews, have two students sit back to back to remove the visual clues from their conversation. Give one student a famous person to role play and have the other person ask ten interview questions, noting the answers that their partner gives.

Can the interviewer guess who the interviewee is? After the interview have students switch roles and give the interviewee a different celebrity to role play.

Not Quite Identical

Have students work with a partner to pinpoint differences in nearly identical sentences. To prepare this activity, write up a list of ten sentences: list A. Then rewrite those sentences making slight changes—two or three changes for each sentence such as word choice or verb tense. This is list B.

Give list A to one student and list B to their partner, having the two work together to find the differences. During the activity, students are not permitted to look at one another's papers—so they must speak and listen.

Did You Overhear That?

If you can take your students on a mini field trip, have them sit quietly and listen to sounds at a café, restaurant or other public place. Have students write about what they are hearing—especially if they manage to overhear any conversations.

Visual learners learn through what they see. It's possible to have listening activities tailored for visual learners—try some of the following.

Movie Vocabulary

Have students listen for specific vocabulary in a favorite movie clip. Before class choose a movie clip and prewatch it, noting any interesting or unusual vocabulary. Type up the words in list form. Keep them in order for an easier listening activity and randomize them for a more challenging activity. In class give your students copies of the vocabulary list. Review the pronunciation with students and then play the movie clip for them. Have students mark off the words as they hear them. After watching the clip, see who heard the most words and discuss the meaning of any words your students don't already know.

Sound Vocabulary

If you are doing a vocabulary unit on animals, modes of transportation or anything else that leads itself to specific noises, try having your students match sounds to words. Give them vocabulary words on index cards or in a numbered list.

Play sounds associated with each word, such as sounds that the item makes, sounds you might hear at that place, or conversations that might happen in association with the words. Then have students match each sound clip to the appropriate vocabulary word.

Conclusion

We have outlined the main reasons for teaching listening comprehension in a foreign language. It is now widely accepted that oral communication plays a vital role in second language teaching for it provides an exposure to language which is a fundamental requirement for the learner. Progress in listening guarantees a basis for development of other language skills. The lesson theme should be presented in the form of the text, game, and various pictures or with the help of video lessons. The aim of listening activities is to achieve students' desire to learn to listen to speech and understand the hearing, and to make them feel their capabilities, their progress. Listening is the basis of communication; it begins with the mastery of oral communication.

References

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