

**LISTENING AS A GOAL AND MEANS OF LEARNING
FOREIGN LANGUAGES**

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Abstract. The article considers the process of listening as a goal and means of learning foreign languages and ways of teaching this type of speech activity. The purpose of the article is to consider listening not only as a goal and means of teaching a foreign language, but also as a means of developmental learning. It examines the theoretical foundations of teaching listening comprehension, and also considers new intensive approaches to teaching listening comprehension.

Key words: listening, speech activity, goal and means of teaching, developmental learning, intensive approaches, listening comprehension.

Listening also contributes to the achievement of the educational goal, providing children with the opportunity to understand the statements, no matter how elementary they may be in the language of another people, in this case in English, one of the most widely spoken languages in the world, in this case in English. Listening is also a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. The child learns language, as is well known, unconsciously, and speech by imitation. Through listening is the assimilation of the lexical composition of the language and its grammatical structure. Comprehension is checked when the child shows the appropriate object or when he gives a short answer. In this way, learning to understand structures of various types is also carried out: affirmative, interrogative, negative. At the same time, listening makes it easier to master speaking, reading and writing, which is one of the main reasons for using listening as an auxiliary, and sometimes the main means of teaching these types of speech activity.

Thus, it is obvious that listening as a type of speech activity plays a big role at the initial stage in achieving practical, developmental, educational and educational goals and can be an effective means of teaching English at school.

There are two ways of teaching listening in the methodology. The first way offers learning to listen in the process of performing special exercises, i.e. listening acts as the goal of learning, therefore, along this path, listening should be taught as a type of speech activity. Supporters of the second way point to the need to combine listening exercises with elements of speaking, reading, and writing. Those. listening here acts as a means of teaching other types of speech activity. For this, non-special exercises are supposed. Many modern Methodists combine these two paths. They propose to teach listening as a goal, and then as a means, and therefore they believe that the system of exercises for teaching listening should include both special and non-special speech exercises.

The perception of coherent speech is accompanied by complex mental activity and proceeds under special conditions determined by a number of acoustic factors. Hence, there is a need for exercises that direct attention to understanding the content of perceived speech. Such exercises are

called speech. Special speech exercises are aimed not only at developing listening skills, but have secondary goals (for example, consolidating vocabulary or grammar).

Special speech exercises are carried out so that students learn to use prepared samples in speech synthesis, recognize and understand well-known constructions in a variety of environments. When performing these exercises, translation should be avoided. These can be exercises aimed at perceiving the general meaning of the statement or at highlighting individual semantic groups.

Non-special exercises aimed at teaching not only listening, but through it speaking, reading, writing. Those. the purpose of these exercises: to teach listening as a means of teaching other types of speech activity.

As you know, speech is the main component of thinking. On the basis of this, we can conclude that reading, or rather, correct reading is impossible without mastering listening, since while reading, both aloud and “to oneself”, a person uses speech, and in the latter case, internal speech, it allows him to control themselves and the correctness of their statements. Based on this, we can conclude that without mastering speech in all its forms, it is impossible to learn how to read correctly, and listening is a great way to practice pronunciation, as mentioned above. The situation is similar with writing, where, along with memory, a person also has inner speech, without realizing he pronounces what he writes. As for speaking, as already mentioned above, it is not possible without the ability to listen and understand the speech of the interlocutor, and since the main form of communication in a foreign language lesson is dialogue, listening training is very important for free communication of students.

Listening is the basis of communication, mastering oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory while listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain.

Speaking and listening are two interrelated aspects of oral speech. Listening is not only the reception of a message, but also the preparation in inner speech of a response to what is heard.

Thus, listening plays an important role in the learning of English by students of the initial stage of education.

It is both a goal and a powerful learning tool. It makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody. Through listening in the first grade, the lexical side of the language and its grammatical structure are mastered. And at the same time, listening makes it easier to master speaking.

Listening to speech messages is associated with the activity of memory. Memory, along with sensations, perception, imagination, refers to the sensitive knowledge of the human world around.

Imagination always has the form of an image, and memory can be not only figurative, but also logical (memory for thoughts), emotional (memory for sensations and feelings).

The very concept of memory can be divided into the following components: short-term - a way of storing information for a short period of time; operational - designed to store information for a certain, predetermined period; Long-term memory is a memory that can store information for an almost unlimited period of time. When used for recall, it often requires thinking and willpower (therefore, its functioning is not limited); visual memory is associated with the preservation and reproduction of visual images; auditory memory is a good memorization and accurate reproduction of a variety of sounds, musical and speech. It is characterized by the fact that a person can quickly and accurately remember the meaning of the text presented to him, etc., which is very important in relation

to listening, since children at first have to memorize the sound of sounds and words by ear; emotional memory is the memory of experiences. The strength of memorization of the material is directly based on it: what causes emotional experiences in a person is remembered by him without much difficulty and for a longer period.

These types of memory play a fundamental role in learning to listen, without their sufficient development it is impossible to master the language in general, and even more so speech. It can be concluded that the main mental processes that are involved in listening are the following: memory, imagination, perception and thinking. Thus, by activating these features of the human psyche, we simultaneously develop them, which is a fundamental factor in the comprehensive development of the individual. And, therefore, listening can be considered an integral part of developmental learning.

In the process of teaching listening in the first grade, it is necessary to instill in students a culture of listening. They should understand from the first lessons that the ability to listen is the key to success in learning English. In the process of mastering listening comprehension in English, students encounter a number of linguistic difficulties: phonetic, lexical, grammatical.

Great demands are placed on the teacher's speech. The main ones are:

- normativity (correctness) of speech,
- its usualness (that's what a native speaker would say in this situation),
- selection and repetition of language means,
- adequacy of students' ability to understand it,
- emotionality and artistry.

Listening is used as a means of introducing students to new language or speech material. To organize an acquaintance with new material means to show students the meaning, form and use of it.

From the paths of learning, let's move on to the stages of learning. There are two points of view on the stages of learning to listen.

Elukhina N.V. offers two steps:

- 1) listening to the text and checking the understanding of what was heard,
- 2) work on the development of basic listening skills.

The second point of view unites what was achieved before Elukhina and after her. And so, the progress of work with each text for listening:

- 1) preparation for listening;
- 2) listening to the text itself and checking its understanding;
- 3) special exercises for the development of basic skills;
- 4) no special exercises.

preparatory exercises. And so, at the first stage, preparatory exercises are performed. Given the number of speech units that students can fully recognize in a stream of related speech, which facilitates direct understanding of the meaning of speech in auditory perception, it is very important to widely apply preparatory exercises, the purpose of which is to train the auditory perception of whole sentences and phrases.

In order to focus students' attention on the language form, it is advisable to carry out such exercises on disparate language material. These exercises can be divided into two groups:

- 1 - work on isolated material - sounds, words, phrases;
- 2- work on the whole proposal.

In the exercises of the first group, the ability to recognize new sounds and words and differentiate similar ones, to recognize and understand grammatical forms (singular or plural forms of nouns, etc.) is processed - everything that can be observed on a single word.

In the exercises of the second group, the focus is on working on the whole sentence. The task is to teach the student to recognize and understand typical constructions, exemplary phrases, by analogy with which he can understand any unfamiliar sentences.

Working on speech samples involves long exercises on the same type of material. Along with mastering entire constructions, students must learn to quickly identify by ear the words denoting actions and the character, based on the formal features and the place of these words in the sentence.

To teach students not to confuse words that sound similar, it is best to work with a small text. It is possible to work on homonyms and polysemantic words only on the material of a whole sentence, and sometimes a group of sentences to find out the meaning of the word of interest.

Now more about the stage of listening and about checking understanding of the text (and levels of understanding of the text).

Before starting to listen to the text, the teacher must give preliminary instructions, creating motivation and organizational setting, mobilizing students for active work. The instruction includes the formulation of the task, explains the ways of its implementation, orients in difficulties, and sometimes indicates the forms for checking understanding.

If we are guided by the criteria of completeness and correctness of understanding, then we can agree with the gradation proposed in relation to the perception of lectures. The first of the three levels identified by her is characterized by the presence of a general idea of what the lecturer is saying, the second - by understanding the subject of the statement, i.e. not only about what he says, but also what the lecturer says. The third level is the understanding of the main idea. In this case, the listener understands the topic, the content of the lecture and the means by which it is expressed. Given the data on the stepwise nature of understanding. Gez suggests a slightly different division: 1) the level of fragmentary (superficial) understanding, 2) the level of global (general) understanding, 3) the level of detailed (complete) understanding, 4) the level of critical understanding.

Exercises, with the help of which the degree of depth and completeness of understanding is checked, should refer only to 3 levels (2-4), with their help, fragmentary understanding can also be revealed.

The general understanding of the text is usually checked with the help of the selected answer to questions (the so-called correct / incorrect answer of the execution of texts such as "multiplechoice" (the choice of the correct answer, as a rule, from four).).

The level of detailed understanding is determined by filling in the gaps in the graphic key (close test), which is an abbreviated or complete presentation of what is being listened to. Depending on the language background of the listeners and the complexity of the text, gaps may have larger or smaller intervals (for example, every eleventh word is skipped, every seventh or every third).

The level of detailed understanding is checked by answering questions, retelling in native and foreign languages, drawing up a detailed plan, etc.

The level of critical understanding is associated with the assessment of what was heard, with the allocation of basic information, with commenting and discussion, i.e. with all kinds of creative, problematic tasks, involving an understanding of the emotional and evaluative elements of the text and the ability to correlate the content with the situation of communication.

So, from all of the above, we conclude that there is a real possibility of developing the skills and abilities of oral speech based on listening. The most preferred are the methods that create situations of natural verbal communication, stimulate students to speak out, to exchange opinions. Tasks on the listened text should be creative, students' actions should be internally motivated. It is desirable that they be of a problematic nature, encourage students to apply previously acquired knowledge in their answers, put them in front of the need to compare, guess, look for a solution in the text itself, that is, students must solve communicative tasks on their own, using lexico-semantic supports in the form of tables or records. factual and linguistic material on the board. Supports serve not only as speech support, but also contribute to a better understanding and memorization of auditory material.

Conclusion.

As mentioned above, listening is the basis of communication, mastering oral communication begins with it. Possession of such a type of speech activity as listening allows a person to understand what is being told to him and adequately respond to what is said, helps to correctly state his answer to the opponent, which is the basis of dialogic speech. In this case, listening teaches the culture of speech: listen to the interlocutor carefully and always listen to the end, which is important not only when speaking in a foreign language, but also when speaking in your native language. Listening is the basis of language learning, as primary school uses mostly wordless translation, based on visual aids, when children use a guess, which develops thinking and arouses interest! Also, listening is of paramount importance in the study of sounds, since they perceive everything by ear and it is important that they clearly catch the sound, and with the support of the teacher, be able to reproduce it. Here they must catch the difference between how the teacher pronounces and how they themselves pronounce, the teacher must demand from them the correct pronunciation of the sound, as close as possible to the pronunciation of the teacher, correct immediately after the sound is played. Incorrect pronunciation leads to a misunderstanding of the meaning of what was said. The role of listening in teaching a foreign language cannot be underestimated. However, like the role of other types of speech activity, listening cannot be separated from speaking, writing, or reading. The communicative feature of listening as a type of speech activity has a dominant role at the first stage of teaching a foreign language.

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