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## THE ROLE OF LISTENING SKILLS TO DEVELOPING SPEECH ACTIVITY

**Kuchkeldiyeva Umida Erkinovna**

Researcher, Tashkent State Pedagogical University

**Abstract** Nowadays, knowing foreign language perfectly is the major thing of achieving high professional skill. The English language takes leading place among the other languages of the world, so we too forced to learn this language and it is not without reason that there was given separate attention for learning it. Today, we can see a lot of success, and new scientific approaches in using new pedagogical technologies in teaching English. Our education system achieved its high quality in this actual process. Such factors of finding out new technologies of teaching and preparing high quality specialists are the great importance of today. Economic development of the Republic of Uzbekistan towards market relations, expansion of international ties, new possibilities to find jobs in international enterprises, joint ventures and foreign offices both at home and abroad, to run own business, free access to internet or other sources of evidence as well as other incentives, require adequate knowledge of foreign languages, especially of English, in order to use professional skills in different spheres of human activity.

**Keywords:** listening skills, speech activity, English language, method of teaching, foreign languages, pedagogical technologies.

As is generally known, the expression of thought and communication among people, spiritual and other types of communication will be appeared by the help of the language. Academic L.V. Scherba<sup>1</sup> noted that there should be differentiate three sides of language- speech activity, language system and text. According to him speech activity is the process of speaking and understanding the speech, and language system consists of from the dictionaries of languages and their grammar, language material consists of from the text.

Teacher creates her own materials and devises tasks based on the needs of the learners. The teachers rely on their own materials rather than depending on other resources.

In Uzbekistan scientific points of view about foreign language methodic has great history as European countries. Our great ancestors knew many languages and they add great contribution in developing world science. In 20<sup>th</sup> century teaching FL as a subject had begun teaching FL at school. Today we have such great scientists who have great contribution in developing Uzbek FL teaching methodology.

Professor J.J. Jalolov is the first Uzbek professor who put first stone to this building of science, and followed by T.Q. Sattorov, Q. Musayev, S. Missirov, G.T. Makhkamova and others. They are great teachers and great scientists of Uzbek FL

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<sup>1</sup> Щерба Л.В. Практическое, общеобразовательное и воспитательное значение в изучении иностранных языков. - М., 1947

teaching methodology. Professor. J.J. Jalolov<sup>2</sup> said about it in his book “Foreign Language Teaching Methodology” and that problem was given in the chapter “Teaching listening”.

He discussed following problems in the given chapter:

1. Listening as a speech activity and skill
2. Difficulties while listening FL
3. Psychological mechanisms of listening
4. Teaching and checking listening material
5. Exercises of teaching listening

Research suggests that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages students to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier. There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking.

The problem of teaching foreign language had been analyzed by the scientists of the world and scientists of Uzbekistan (H.Palmer, M.West, I.A.Zimnya, L.S.Vygotskiy, J.J.Jalolov, and others). Today, this problem has international importance and there are a lot of researches which deals with it.

According to G.Makhkamova: “In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching is depended on the teachers’ ability and professional skills of a teacher.

Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking”...<sup>3</sup>

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening

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<sup>2</sup> Жалолов Ж.Ж. Чет тил ўқитиш методикаси.Т.: ”Ўқитувчи”, 2012

<sup>3</sup>Makhkamova Gulnara Turdahunovna, Alimov Sharofiddin Salievich, Ziyayev Avaz Ihtyorovich. Innovative pedagogical technologies in English language teaching. –Tashkent: Uzbekistan, 2014.p.27

to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

There are different types of listening depending upon the situation and the environment, where the listening takes place. Few important types are the following:

- ✚ Whole-person listening-understanding the speaker, his words, thought, motive  
Appreciative Listening – Listening for appreciation and pleasure.
- ✚ Attentive Listening – attentively listening each and every word.
- ✚ Casual Listening – Listening not very attentive, listening casually without any interest.
- ✚ Evaluative Listening- Listening to evaluate or judge something.

Student can capture knowledge, skills and habits, which are connected to language, while receiving, and producing information by the means of language in the process of coming true the practical aim of teaching foreign language. Reading texts of proficiency can influence positively for learning terms and develop their outlook.

The importance of listening comprehension in the process of learning a foreign language has been emphasized in various models and theories of foreign language learning. Krashen and Terrell<sup>4</sup>, for example, stated that all foreign language acquisition takes place through receiving comprehensible input that is slightly above the learners' present level, that is, through reading and listening to the foreign language. Some teaching methods, such as Total Physical Response, rely heavily on the listening input at the beginning stages of learning a language.

Although listening is very important at the beginner's level, its importance does not diminish as the learner's progress to more advanced levels of language proficiency. Practicing listening at all stages of learning not only develops this skill

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<sup>4</sup> Krashen, S. D., & Terrell, T. D. The natural approach: Language acquisition in the classroom. Oxford: Pergamon.1983.P56

but also expands and consolidates other elements of language knowledge, such as vocabulary, grammar and intonation. However, while the importance of listening in language learning is widely recognized today, there are different views as to how to approach the teaching of listening. While some authors, such as Krashen and Terrell<sup>5</sup> believe in the value of mere exposure to spoken language during which learners unconsciously develop their listening skills and acquire other elements of the foreign language, other authors, such as Rost<sup>6</sup> and Ur,<sup>7</sup> agree that in order for learners to benefit from practicing listening, it is necessary to develop this skill in a direct and systematic way. Most authors stress the importance of three main factors in the teaching of listening at all levels: listening materials, listening tasks and the procedure for organizing listening activities. The interplay of these three factors plays a significant role in designing effective listening activities.

Recent methodologies for the teaching of listening (Brown,<sup>8</sup> Anderson & Lynch<sup>9</sup> Rost<sup>10</sup>, Brown & Yule, 1983<sup>11</sup>) point out that listening develops through the process of exposing learners to listening texts on which they perform tasks specially designed to promote the development of certain sub-skills. As for materials, in selecting listening texts for teaching purposes, their various characteristics have to be taken into account, such as genre, level of authenticity, linguistic and cognitive complexity, density of information, length, speed of delivery and variety or dialect of English. Much more attention, however, has focused on tasks accompanying a text, as it is through doing tasks that skills are developed. According to Harmer<sup>12</sup> the importance of tasks lies in the fact that they create a purpose, motivation and expectations in learners, which are all characteristics of listening in real life.

In analyzing tasks and their effect on the development of listening skills, different classifications of task types have been proposed. Rost, for example, classifies tasks into open tasks, such as note-taking and closed ones, such as true/false sentences, which differ in terms of whether the level of difficulty is fixed or open. Thus, in open tasks it is the learner who determines the level of difficulty by adapting the task to his or her proficiency level. In note-taking tasks, for example, the quantity and quality of notes that the learner writes down while listening will depend on his or her proficiency and motivation. In contrast, in a closed task such as a true/false exercise, the difficulty level is set in advance, and the learner can either perform the task or fail to do so. It is important to note, however, that the division into open and closed tasks is not based on the level of difficulty itself, as tasks of both types can be

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<sup>5</sup> Krashen, S. D., & Terrell, T. D. *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon. 1983. P60

<sup>6</sup> Rost, M. *Introducing listening*. Harmondsworth: Penguin. 1994

<sup>7</sup> Ur, P. *Teaching listening comprehension*. London: Longman. 1984

<sup>8</sup> Brown, G. *Listening to spoken English*. 2nd edition. London: Longman. 1991

<sup>9</sup> Anderson, A., & Lynch, T. *Listening*. Oxford: Oxford University Press. 1988

<sup>10</sup> Rost, M. *Listening in language learning*. London: Longman. 1990

<sup>11</sup> Brown, G., & Yule, G. *Teaching the spoken language*. Cambridge: Cambridge University Press. 1983

<sup>12</sup> Harmer, J. *The practice of English language teaching*. London: Longman. 1985

of various levels of difficulty depending on task design and the listening material used. What this classification emphasizes is that tasks differ in the amount of choice the learner has in his or her response while performing a task.

Another classification outlined by Rost is based on the factor of time, according to which tasks can be prospective, that is, carried out before listening, simultaneous with listening and retrospective. Each of these types of tasks focuses on a different sub-skill. For example, prospective tasks develop learners' ability to raise expectations and use them in the process of listening. A prospective task like brainstorming on the topic of the listening activity not only creates expectations but also helps activate the language that the learner will probably need in the process of comprehension. Awareness of different processes involved in each of these types of tasks is necessary in task design so that task features can be used optimally. For example, simultaneous tasks must be formulated in a very simple way, either graphically or textually, so as not to distract the listeners while they are focusing on listening. Similarly, retrospective tasks must take into account the limitations of memory and should not require the learners to focus on memorising a large number of details.

Tasks can also be classified according to the quantity of response required. Ur<sup>13</sup> distinguishes four categories of responses required in different types of tasks, which range from no response required (e.g., in listening to a story), short responses (such as true/false sentences), long responses (answering questions) to extended responses (such as discussion based on the listening material). Again, it is important to note that the difficulty level is not directly related to these four types of tasks. In other words, a task requiring a short or no response can be linguistically and cognitively more demanding than a task requiring a long response. As this short overview shows, task type is an important factor in teaching listening. Different types of tasks focus on different stages of the listening process, listening strategies and sub-skills that learners need to develop.

The choice of task will therefore depend on the aims of listening instruction at a particular learning stage and on the characteristics of a particular teaching context. Thus, in an academic listening course note-taking tasks will be more frequent than other types of tasks, reflecting the needs of students attending such a course.

As for the procedure for conducting listening activities, most methodologies divide listening activities into three basic stages:

1. Pre-Listening
2. Listening
3. Post-Listening

Each of which has a clear aim and function. The importance of pre-listening activities is especially emphasized in recent methodologies, since they not only provide the context necessary for activating the language and background knowledge related to the topic, but also help to raise learners' expectations and motivation. Post-

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<sup>13</sup> Ur, P. A course in language teaching: Practice and theory. Cambridge: Cambridge University Press.1996

listening activities, in turn, offer a natural opportunity to link listening with another language skill, as they usually lead on to speaking or writing.

A systematic approach to the teaching of listening requires a careful selection of materials, tasks and procedure at all levels of language learning. At tertiary level of studying English, the teaching of listening acquires yet another important dimension: not only is listening practiced and developed as part of general language proficiency but also as a necessary element of students' study skills. Studying English at university implies listening to lectures and participating in seminars conducted in English, which presents students with demands for concentrated listening to material dense with information for a longer period of time. Furthermore, listening to lectures is accompanied by note-taking, which puts additional pressure on the listeners in terms of time, since several activities take place simultaneously: listening, summarizing and writing.

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