



MASTERING SKILLS: LISTENING AND SPEAKING

Sulaymonov Murodkhan
Lyamkina Viktoriya
National Research Center
for Innovations in Teaching
Foreign Languages, UzSWLU

Abstract. This article talks about the effective methods of improving the listening and speaking skills. Then the challenges of mastering those skills during learning a foreign language are described and the methods of overcoming the obstacles are discussed.

Key words: audio, speech, method, reception, oral message, discussion, communication.

As part of the reforms in education and in order to promote the country's modern young professionals should be more globally oriented, the Government of Uzbekistan has been focusing special attention on the development of foreign language learning system. One of the most important things in learning foreign languages is listening and speaking skills. How to develop the ability of listening and speaking skills in the course of communications? However, audition is a difficult thought process of perception and understanding of sounding speech in which result listening comes to certain conclusions. Preceding from it, students training is considered the main methodical requirement to audition ability to understand the maintenance and sense of speech messages. At perception and understanding of sounding speech students are compelled to overcome the various difficulties connected with the action of some factors. For example, factors characterizing conditions of a presentation of the information and degree of participation listening in communications processes. The perception of speech messages is influenced essentially by distinctness and loudness of a pronunciation telling, its ability by

intonation to allocate semantic parts of speech and logic chains of the statement, and also the tempo of speech [1]. The understanding of the messages shown in a certain tempo of speech is one of indicators generated skills and abilities of audition. Audition is a difficult thought process of perception and understanding of sounding speech in which result listening comes to certain conclusions. Preceding from it, at training of students it is considered the main methodical requirement to audition ability to understand the maintenance and sense of speech messages. At perception and understanding of sounding speech students are compelled to overcome the various difficulties connected with the action of some factors. For example, factors characterizing conditions of a presentation of the information and degree of participation listening in communications processes.

The perception of speech messages is influenced essentially by distinctness and loudness of a pronunciation telling, its ability by intonation to allocate semantic parts of speech and logic chains of the statement, and also the tempo of speech. The understanding of the messages shown in a certain tempo of speech is one of indicators generated skills and abilities of audition. Students should be able will isolate from-text the main thing, to direct the attention to the basic thoughts of the statement. Thus, audition process depends on degree, forming of skills and abilities of students in the given kind of speech activity [2]. Indicators forming skills and abilities of audition are depth and accuracy of understanding of the maintenance, logic structure of the statements shown unitary and in rate, characteristic for native speakers. Defining requirements to educational audio texts it is necessary to characterize them from the point of view of the maintenance, the language form and presentation conditions. So, texts for listening are under construction taking into account style, genre, those structural features speech the message which students meet both in educational process, and during dialogue with native speakers, at audition of monologues, in time film viewing. As training it is necessary to audition to formulate at students a habit to ponder upon the sense of the received information, to switch attention depending on a purpose, i.e. as much as possible to approach them to those natural conditions of dialogue which characterize communications in a native language. Realization of this problem will give the chance to pupils to participate actively in educational process, successfully to seize the future specialty, to communicate with the native speaker. Conditions of reception of the information depend on roles of listening and speaking in the course of communications. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners [3].

If the student participating in dialogue insufficiently well understood the interlocutor can ask again it and. To specify sense of the statement. At monologue audition (speech of announcers by radio; to television, educational lectures) the listener should listen to speech telling up to the end, without having possibility to interrupt it, to understand the information not understood by it. The process of perception and understanding of oral speech is influenced linguistic, by the structurally - composite, genre features of the speech statement. Discussion - all-round discussion of a question at issue in public meeting, in private conversation, dispute. In other words, discussion consists in collective discussion of any question, a problem or comparison of the information, ideas, opinions, offers. Misunderstanding and "information distortion arises more often if students only listen to it, and listening and seeing (audiovisual) they perceive more. Use of audiovisual means accelerates process of formation of strong communications between a word, concept, image or the phenomenon [4].

The visual support at acoustical perception can have various forms. In interactive technologies of training roles, training and trainees, and also an information role essentially change. We will stop short on the characteristic of some technologies of interactive training and we will result examples of their use in the course of teaching of pedagogical disciplines. Discussion - all-round discussion of a question at issue in public meeting, in private conversation, dispute. In other words, discussion consists in collective discussion of any question, a problem or comparison of the information, ideas, opinions, offers [5]. The great influence on audition renders duration of sounding of the speech message, quantity of its presentations, presence or absence of a visual support. Pictures enter into concept of a visual support and films, and also such paralinguistic means, as gestures and mimicry. The presence of a visual support considerably facilitates perception of the information as visual canal possesses much throughput, than unvoiced. Speech is understood better if listening clearly sees the person speaking. The visual support at acoustical perception can have various forms. In interactive technologies of training roles, training and trainees, and also an information role essentially change. We will stop short on the characteristic of some technologies of interactive training and we will result examples of their use in the course of teaching of pedagogical disciplines.

REFERENCES

1. Methodology of teaching English to Speakers of Other Languages. ETIC Publications, The British Council. 1988.
2. Office of Technology Assessment. (1995). Information Technology and its Impact on American Education. Washington, DC: U.S. Government Printing Office.
3. The ELT journal. E.Mentcher. p.47:52.1990.
- 4.Using Tecnology for Foreign Language Instruction: Creative Innovation, Research and by Tony Erben and Kristina Eisenhower.

5. Кузнецова А.С., Корякина С.В. Использование мультимедийных средств обучения в школьном курсе английского языка//Иностранные языки в школе. – 2010. – №2.