



SOME FACTORIES OF EFFECTIVE LISTENING COMPREHENSION IN A FOREIGN LANGUAGE

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A B S T R A C T	K E Y W O R D S
In this article are given some important points for successful listening comprehension in the process of learning foreign languages.	listening, paying attention, understanding, situation, title, listening comprehension, assignment

In recent years, a lot of attention is paid to learning foreign languages. It is noticeable at the present time that foreign language learning has become very necessary in our life. We can name the following reasons for this:

To get to know other cultures.

To broaden horizons.

To overcome communication barriers.

For studying and working abroad.

For tourism abroad.

For shopping through e-commerce and websites on the Internet.

It has professional advantages and better career opportunities : for many professions you have to master at least one or two foreign languages, e.g. translation or work in tourism.

Today it is shown by law that foreign language teachers must have a language certificate in their subject area. In my opinion, this is very important and useful for today. Nowadays, great attention is paid at the state level to the study and expansion of foreign languages. Also in the higher education system it is required that the teachers of foreign languages must have the language level C1. That is why the teachers are also working on their language and trying to improve their language skills.

Foreign language teachers must have four skills. These are: listening, reading, writing and speaking. Listening and reading are counted among the receptive skills, writing and speaking among the productive skills.

You can count the most complicated and difficult skill among these skills. In order to listen well, one must have good vocabulary and also have good comprehension. This is the speech about the ways to successfully listen to a foreign language:

Don't be afraid. Be patient with yourself!

Take your time to read the questions of the task well and understand them correctly!

Focus on what you understand, and not on what you do not understand.

Do not demand to understand every word. Focus on the context!

The learners have to activate their previous knowledge

Before you listen to the text, you can ask yourself questions like these:

Is there a headline that already reveals what it's about?

Is the situation described that you will hear? If so, think you get into this situation.

What do people usually do in such a situation? What to say you usually?

Maybe you will not understand everything, but if you know the situation, can you imagine what it could be about.

Example:

You are now listening to the text about Australia.

What do you think of that? Clear:

In Australia, the distances between places are very large.

Children live on remote farms.

The teachers come by plane.

Students and teachers talk to each other on the radio.

The Internet is used as a means of communication.

Some children go to boarding school, etc.

Each listener must activate his vocabulary and think over the following before listening:

What words and terms come to mind on this topic?

Which idioms are typical for the given situation?

What do you already know?

You know a lot about the world and how it works. Use this knowledge!

What do you have to buy before you can get on the train? That's right: a ticket.

How are temperatures indicated in the weather report? Also correct: with numbers.

So you know that you have to pay attention to numbers when people ask about temperatures, prices, times. You also know that you are on the www. you have to listen when it comes to an Internet address.

And if someone buys something before they start their journey, it could well be a train or plane ticket.

It is important to read the task carefully when listening. This helps to understand the text well.

Read the task very carefully. This is important for two reasons:

1. How will the examination task proceed? Will the text appear once or twice heard? Is there time in between to check answers? That you should know. It gives you security.

2. What should you listen out for? Can you already recognize from the task, what you need to pay attention to? Are there any words in the task, who can be easily recognized (see above)?

Every examiner must establish a willingness to listen.

Concentrate. Agree to the listening comprehension test.

Turn off anything that might bother you.

Check if your pen is writing well. Have a second pen ready for safety.

In order to successfully listen, teachers need to do the following tasks.

When supporting the listening comprehension processes, the teacher should take into account the following aspects:

Visual listening aids

Listening comprehension work in foreign language lessons is supported by visual aids (pictures, sketches, material, TPR, facial expressions, gesture movement, videos, etc.). The younger the children are, the more visual accompaniment is needed.

Diversity of listening comprehension situations

The rich linguistic input by the teacher and the use of many different listening texts enables the learners to assume the role of the listener in a variety of listening situations, e.g. weather report, dialogues, history.

Length of the audio sample

The longer the rule, the more difficult it seems to be obvious, because the attentive listening requires concentration. A continuous attention avoids switching off and thus the risk of missing the connection, therefore it must the course of the text should be adapted to the receptivity of the teachers.

Level of difficulty of a listening text

For listening comprehension, the information structure of the text is important (exact order?, Flashbacks?, Interruptions?). The uniqueness of the information is important (e.g. same person/thing, same wording).

Level of linguistic proficiency

Listening texts should correspond to the learning requirements of the learners. At the same time, the children are given the insight that they can understand listening texts, even if they do not know every single word.

Speaker factors

The children are taught in an appropriate form with different speakers of German (e.g. regional accents). The children should be introduced to the understanding of simple listening texts spoken at normal speed as early as possible. Understanding is made easier when keywords are emphasized and meaningful pauses are made and when the speakers have clearly distinguishable voices in a dialogue.

Listening expectations

The learners are not unprepared to be confronted with a listening text. By waiting for the listener, you create a framework with which you can relate the existing knowledge to the new one (see top-down process).

Listening tasks

The targeted listening is supported by a precise and challenging task channelled. This also includes, especially at the beginning of the learning process, tasks that require a demand a non-linguistic response or response, as it is easier to cope with are as such, to which the learner should react linguistically.

Finally, it can be said that the above opinions help us to listen successfully and to develop our listening competence.