

Teaching Listening Using Informational Technologies

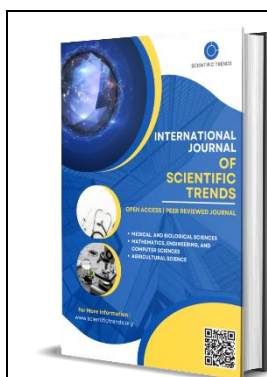
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Abstract

The article examines the process of teaching students to listen with special attention to the methodology of rational use of Information Technology in teaching listening in English.

Keywords: Listening, information technology, perceptual mental, mnemonic activity, authentic texts, socio-cultural component, communicative competence, audiobook, listening, adapted.

Introduction

Nowadays, knowledge of English is becoming an integral part of our lives. English is considered the language of international communication. However, the authors of the modern state educational standard put forward a different understanding of the purpose of teaching a foreign language, that is, the formation of communicative competence. The process of learning a foreign language focuses on practical knowledge of a foreign language and, as a result, great importance is attached to the problem of understanding foreign speech by ear. Recently, methodologists have been paying more and more attention to the problem of listening [1, 389].

Although a theoretical search is underway to study this process, the practical application of certain teaching methods is not yet great. It is widely known that the methodology of teaching listening is the least developed. The main reason is precisely the fact that until recently listening was considered a fairly simple skill. It was also believed that if, when teaching oral speech, the teacher pays full attention to speaking and helps to master this skill, then students will learn to understand speech without additional training.

The inconsistency of this opinion has been proven both in theory and in practice. Although speaking and listening skills are closely interrelated, it is possible to achieve the development of understanding of oral speech only under conditions of using a specially developed technique [8]. According to some studies, even people with a high level of foreign language proficiency have difficulty understanding native speakers' natural speech. Psychologists also argue that the

perception and understanding of oral speech is a rather complex activity. Thus, listening turns out to be one of the most difficult types of speech activity and should be developed on a par with other skills.

The theoretical basis for our article is a number of works on the methodology of teaching English using new information technologies (in particular, the study of R.Milrud, E.Polat, P.Serdyukova, N. Elukhina). The article examines the methodology of rational use of information technologies in teaching English-speaking listening to students of higher educational institutions.

So, what can be said about the optimal conditions for the use of digital technologies in the process of learning listening as a type of speech activity for students of higher educational institutions? This article examines the theoretical validity and expediency of using digital technologies in the process of learning listening as a type of speech activity, and to identify the most optimal conditions for the use of these technologies.

In addition, the research objectives of this article include:

- define the content and functions of listening in English lessons;
- to identify the difficulties that students have in the process of listening to authentic texts in English;
- explore the possibilities of using digital technologies in teaching listening;
- develop types of tasks and exercises aimed at developing listening skills.

Listening is the understanding of auditory speech. In psychophysiology, listening is defined as perceptual mental mnemonic activity. Perceptual – because of the implementation of perception / reception / perception; mental – because of the connection with the basic mental operations: analysis, synthesis, concretization, induction, deduction, comparison; mnemonic - because there is a definition and assimilation of signs of linguistic and speech units, comparison with a standard that is stored in memory.

Listening and speaking are two components of oral speech. Without one, there can be no other. However, listening as a type of speech activity can be quite independent (for example, listening to lectures, reports, etc.). The formation of listening skills is very difficult. This is evidenced by the results of the educational work.

Listening is a complex speech mental activity. It is based on a natural ability that improves with the individual development of a person and provides an opportunity to understand information by ear, store it in memory, select and evaluate it according to interests or assigned tasks.

The material basis of listening is audio text. Like any text, it has its own composition, structure and semantic organization. Unlike a written text, it is intonationally designed, and its reconstruction is predetermined by the appropriate pace, single-mindedness and irreversibility of perception, contact of communicants and the direction of communication, which is supported by paralingual means.

In the practice of learning foreign languages, listening texts should be authentic, accessible in content and linguistic composition, short in duration, and mostly monothematic. Based on the specifics of listening as one of the most difficult types of speech activity, it is important, first of all, to know the main difficulties of mastering it.

Language difficulties:

1. Features of the act of listening and the listener's speech activity (a wide range of topics, rich lexical material, rather fast pace of speech).

2. Features of native speakers' speech (the difference between spoken and written speech, authentic texts and educational texts, different styles).

Cultural difficulties:

1. Sociolinguistic and sociocultural component of communicative competence (language should be studied in the context of a certain culture). Successful mastery of listening involves removing or overcoming its difficulties.

The modern world is permeated with information flows, and society is increasingly called information society due to the intensive informatization of all types of human activity. The introduction of informatization in education is one of the first places in the reform of the education system. Today, it is important for teachers to understand the role of informatization in the modern world. The computerization of many areas today has shown our society the required level of proficiency in a foreign language, the conditions for its use, for example, in telecommunications networks, where the ability to communicate in writing and orally without intermediaries is very important.

The main purpose of using digital technologies today is to prepare future specialists for full-fledged work in the information society, improving the quality of accessibility and effectiveness of education. Informatization of educational institutions is an integral part of informatization of education.

Digital technologies in teaching and learning have many advantages:

- students perceive and remember the material better;
- economical use of time;
- individualization of learning, determination of the depth and sequence of assimilation, the pace of work;
- intensification of training and increased motivation.

All these advantages help to solve the main task of language education – the formation of language competence in students. The use of video in teaching listening. The main part of the process of getting acquainted with the life of English-speaking countries is carried out through the text and illustrations to it. It is quite important to give students an idea of the life, traditions and culture of English-speaking countries. Educational videos can help with this. Their use contributes to the development of motivation in the speech activity of students, as well as a certain degree of individualization of learning.

Another advantage of the video is the possibility of emotional impact on students. The use of a video film contributes to the development of attention and memory of students. During the viewing, an atmosphere of collective cognitive activity arises in the audience. Even a rather distracted student becomes attentive. After all, in order to understand the content of the film, students need to make some efforts.

Thus, involuntary attention turns into voluntary attention and this has a beneficial effect on the memorization process. A video lesson, as a learning tool, can be divided into four stages:

1. Preparatory;
2. perception of the video;
3. monitoring the understanding of the main content;
4. Development of language skills and oral speech skills.

For the correct completion of all tasks, students need not only to grasp the general meaning of the film, but also to remember certain details, and subsequently be ready to evaluate the events, characterize the main characters using vocabulary from the speech accompaniment of the video. Proof of the important role of audiobooks in teaching reading and listening is the fact that today many reputable foreign English-language publishers such as Oxford University Press, Penguin, Cambridge University Press, Express Publishing, Longman actively produce audiobooks. These audiobooks are colorfully illustrated, they are easy to read, have mandatory musical and/or sound accompaniment, as well as role-playing dubbing of the text. In our country, these audiobooks have also begun to be used by teachers to teach reading and listening in English. Adapted works of art are usually used for this purpose. They vary in difficulty from beginner to advance. The use of these audiobooks is also supported by the performance of exercises, control tasks, tests and a glossary [7, 39].

It should be emphasized that tasks and exercises based on a literary text are inexhaustible, since the works of art themselves are unique and peculiar. The variety of types and techniques of working with texts of fiction in general and with an audiobook in particular is unlimited.

Teaching the perception of a text means preparing an active, attentive, thinking listener/reader.

Computer technology and the Internet in English lessons

The purpose of using the Internet for the formation of speech competence is to interest students, to motivate them to learn a foreign language and expand their knowledge and experience. Students should be ready for real communication outside the school, for example, when writing, during a trip to the country of the language being studied, when communicating with friends from another country [6, 53]. Communicative language learning via the Internet helps students to master the methodology of working on the Internet and take part in real communication. It is necessary to develop the ability to cope with a situation where there may not be enough available language resources.

The Internet as an information system offers its users a variety of information and resources. But the following four Internet services are of interest for teaching intercultural communication in a foreign language, first of all: WWW offers access to relevant and authentic information on any topic. The ability to visit the UMK websites, download additional materials to PC E-Mail (e-mail) is an opportunity to correspond with a native speaker – synchronous written communication, the possibility of conducting intercultural projects, group correspondence, games, etc.

Foren or UseNet (teleconferences) – participation in the discussion of any topic or problem - simultaneous written communication in the form of a discussion. The opportunity to discuss topics and problems related to learning a foreign language through Chatrooms or IRC (real-time conversations) - participation in communication (in the form of dialogue or discussions).

Now, instead of constant traditional lesson methods, the organization of lesson processes based on interactive methods using new information communication technologies has been established. In turn, this is also one of the modern methods of learning exactly a foreign language in the developing world. Learning and teaching the desired foreign language using modern technologies is one of the most effective methods.

IT technologies have revolutionized the teaching of foreign languages in numerous ways:

Language Learning Apps: Applications like Duolingo, Babbel, and Rosetta Stone provide interactive lessons, vocabulary drills, grammar exercises, and pronunciation practice. These apps often use gamification techniques to keep learners engaged and motivated.

Online Language Courses: Platforms such as Coursera, Udemy, and edX offer a wide range of online language courses taught by experts from around the world. These courses provide multimedia content, interactive exercises, and opportunities for communication with instructors and fellow learners [2, 420].

Simultaneous written and oral communication

The possibility of mutual learning. On the basis of the presented material, a survey of students was conducted. The following results were obtained: 76% of respondents like to attend English classes, but only 54% of English is easy. Almost 90% of the students surveyed have difficulty understanding speech by ear.

Videos were used for 46% of the survey participants, audiobooks – 32%, Internet technologies – 53%. 93% of the survey participants are confident that the use of digital technologies will help them better understand speech by ear, as well as increase their interest in the subject. Thus, based on the theoretical and practical research of this problem, it can be argued that the hypothesis of this study has been proven.

The use of digital technologies in the process of teaching listening as a type of speech activity to students of higher educational institutions is really advisable. The use of digital technologies in the educational process makes it possible to provide the majority of students with:

- achieving the program level of listening skills and abilities;
- formation and development of internal and external motivation for learning;

It can also be argued that the use of new information technologies in education does not exclude traditional technologies, but it is new information technologies that are becoming the main means of access to various sources of information, which is one of the most important aspects of the modern educational process.

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