

TEACHING LISTENING SKILLS TO YOUNG LEARNERS

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Abstract

Despite the fact that some people dispute the significance of listening in elementary school, research demonstrates that other skills cannot be taught without it. Learning and communication both benefit from listening. My research has found a variety of ways that listening can be used to improve speaking, reading, writing, and other abilities.

Regardless of the fact that the teacher generally chooses the audio for intensive listening, it is provided in the textbook or lesson book that is appropriate for the class or the language level. They listen to native speakers in this sort of listening when they introduce themselves, make speeches, express their emotions, etc. Furthermore, it is the teacher's responsibility to choose which is the best. We have also taken note of the study done by Ryan (1983) with Japanese students, where it was discovered that movies increased motivation and engagement in the classroom. From this, we may conclude that the majority of pupils learn languages by intensive listening.

Keywords: listening, extensive, intensive, research, young learners.

The two most important language skills are speaking and listening. The majority of a student's day is spent listening to lectures from their instructors. They also need to reply to instructor questions and engage in classroom interaction with other students and teachers. The teaching of speaking and listening skills in elementary schools must be given priority because oral communication is becoming increasingly important in today's culture. Due to the fact that listening fosters our ability to interact with others and our surroundings, it is a powerful indicator of kids' overall accomplishment (Wolvin, 2012). As a result, learning to read and write requires a variety of essential skills, including listening. Additionally, these abilities are required in everyday relationships with other individuals. We spend a lot of time talking and listening to other people. We talk a lot while simultaneously listening to other people or the news, talking to coworkers and family members, and interacting to other individuals. Because of this, a student's level of competency in these areas greatly affects both their educational and personal achievement.

On the other hand, some people don't give much thought to teaching kids to listen because they think that they already have a good sense of hearing. Because they believe that students are naturally strong listeners, teachers frequently ignore listening education (Manning & Boals, 1991; Schultz, 2003). According to Field (2008), all teachers nowadays have the same mistaken premise when it comes to teaching listening: that students would become better listeners as a result of engaging in more listening activities, such as exercises or practices. Teachers tend to focus on their students' right or wrong answers rather than teaching them strategies that would assist them avoid making the same error in the future. According to this study, 57.7% of teachers typically and 11.5% always utilize technology in the classroom.

According to Rost (2009), listening is one of the key components of successful communication because it aids in our understanding of the environment. According to Jafari and Hashim (2015), listening accounts for more than half of the time students spend learning a foreign language and is a conduit for understandable input. Foreign and second language teachers occasionally neglect the fundamental skill of listening. (Rebeccal, 1993). According to Bowen, Madsen, and Hilferty (1985), hearing is a prerequisite for comprehending oral language. Students listen to oral communication, break it down into segments, group its lexical and grammatical components, and then interpret its meaning (as cited in Pourhosein Gilakjani & Sabouri, 2016).

The listening process involves taking in what the speaker says, making and demonstrating meaning, negotiating and responding to meaning with the speaker, and generating meaning through involvement, creativity, and empathy. Listeners evaluate what they hear to what they already know during listening, which is a complex interpretive process. Listening is the capacity to hear and understand what others are saying. This requires understanding a speaker's meaning as well as their accent or pronunciation (dialect), syntax, and vocabulary. A competent listener can handle all three of these responsibilities simultaneously. A group of listening micro-skills that Willis (1981) refers to as enabling abilities are identified.

These are listed below:

- Predicting the subjects that will be discussed.
- Using one's own knowledge of the subject to improve comprehension • Making intelligent guesses about unfamiliar words or phrases without getting angry
- Recognizing discourse markers • Sorting out significant information from irrelevant material • Keeping track of crucial elements (note-taking, summarizing) (e.g., Well,...; Oh,...; Another thing is...; Now...; Finally...; and so on).

----Recognizing devices that complement one another (e.g., such as and which, linking words, pronouns, references, etc.)

- Being aware of various intonation styles and stress utilization, which reveal the message and social context
- Recognizing implied information (such as the speaker's intentions or mood).

One of the four key talents in language acquisition, listening is essential to learning. The most crucial aspect of language proficiency is listening, notwithstanding the importance of other skills such as reading, speaking, and writing in the process of developing language competency. Since hearing language information is the basis of language learning, listening skills are essential for young learners of foreign languages. According to Krashen, Terrell, Ehrman, and Herzog (1984) and Hamouda (1994), acquisition happens when early learners receive enough comprehensible input (2013). Rost (1994) asserts that listening is essential for language learning since it gives students input and promotes the growth of their language.

When learning a language for communication, listening is especially crucial because it helps with the acquisition of pronunciation, word stress, vocabulary, and syntax as well as the comprehension of messages conveyed solely through tone of voice, pitch, and accent. This is only possible when we listen. Without a thorough understanding of the input, learning simply cannot progress. Additionally, listening skills are necessary for all forms of communication. Due of the interwoven sub-skills of receiving, understanding, remembering, assessing, and responding, hearing is seen by young learners as being more difficult than other language abilities.

According to Krashen (1985) and Hamouda (2013), the ability to listen is a key component of gathering understandable input. Without feedback, there won't be any learning. According to Hasan (2000) and Hamouda (2013), listening comprehension creates an environment that is conducive to the development of other linguistic abilities. The growth of speaking abilities is connected to the development of listening abilities, claims Rost (2002). He continued by saying that because it is the language skill that is most frequently employed in daily life, listening is the most crucial skill to develop when learning a language.

According to Doff (1995) and Ziane, listening has a significant impact on the development of speech (2011). That is, without developing our listening abilities, we cannot increase our ability to talk. If a learner has strong listening skills in English, it will be relatively simple for him to study, watch movies, listen to the radio, or converse with foreigners. Learners require a lot of practice and exposure to English in order to develop this skill.

The importance of listening, the study of listening teaching theory, and the implementation of the most modern listening teaching methods are the most significant components that should be highlighted. Grammar translation is a teaching method utilized in many English language classes. This strategy has been found to be insufficient in developing effective English speakers and listeners. To satisfy the demands of students, a new teaching style should be adopted. The communicative approach is the name given to this innovative method. English should be taught as a communication tool. It is now widely understood that a student's ability to listen must be at the heart of teaching, and that this is where teachers should focus their own efforts to improve their teaching. This is a huge difficulty for English teachers, but it is critical in the development of communicative competence in the English language. The goal of this technique is to develop students' overall linguistic capabilities as well as their oral and aural competence in English. The researchers seek to define listening as well as the significance of listening. They next go over the process of listening comprehension as well as listening comprehension tactics.

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