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В сборник вошли предложения и обсуждения современных научных и методологических подходов, актуальные проблемы преподавания иностранного языка; методология и лингводидактика; современные тенденции в преподавании иностранных языков; интеграция новых информационных технологий в практику преподавания иностранных языков; межкультурная профессиональная коммуникация и языковая идентичность; актуальные проблемы современной лингвистики.

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DEVELOPING CHILDREN'S LISTENING SKILLS IN ENGLISH FOR PRODUCTIVE TEACHING AND LEARNING

ANNOTATION

Young pupils benefit the most from the instruction through listening when it comes to the four English skills. They pick up instructions and explanations through listening, learn how to pronounce words by means of listening, and improve their practice by listening to instructors' compliments and criticism. Therefore, it becomes extremely important to emphasize listening skills when teaching English to children. In this article the author describes the importance and some characteristics of teaching listening to young learners.

Key words: Young learners, teaching English, listening skills, TPR, learning styles, hearing.

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РАЗВИТИЕ У ДЕТЕЙ НАВЫКОВ АУДИРОВАНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ ПРОДУКТИВНОГО ПРЕПОДАВАНИЯ И ОБУЧЕНИЯ

АННОТАЦИЯ

Маленькие ученики получают наибольшую пользу от обучения посредством прослушивания, когда речь идет о четырех навыках английского языка. Они усваивают инструкции и объяснения, слушая, учатся

произносить слова, слушая, и совершенствуют свою практику, слушая комплименты и критику инструкторов. Поэтому становится чрезвычайно важным акцентировать внимание на навыках аудирования при обучении детей английскому языку. В этой статье автор описывает важность и некоторые особенности обучения аудированию младших школьников.

Ключевые слова: учащиеся младшего возраста, преподавание английского языка, навыки аудирования, стили обучения, слух.

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SAMARALI O`QITISH VA O`RGANISH JARAYONINI TASHKIL ETISH UCHUN BOLALARNING INGLIZ TILIDA TINGLASH KO`NIKMALARINI RIVOJLANTIRISH

ANNOTATSIYA

Ingliz tilida to'rtta til ko'nikmalari haqida gap ketganda, yosh o'quvchilar tinglash orqali bilim olishdan eng ko'p foyda olishadi. Ular tinglash orqali ko'rsatmalarni tushunadilar, tinglash orqali so'zlarni talaffuz qilishni o'rganadilar va o'qituvchining maqtovlari va tanqidlarini tinglash orqali o'z til ko'nikmalarini rivojlantirib boradilar. Shuning uchun, bolalarga ingliz tilini o'rgatishda tinglash qobiliyatiga e'tibor qaratish juda muhimdir. Ushbu maqolada muallif yosh o'quvchilarni tinglashga o'rgatishning ahamiyati va ayrim xususiyatlari haqida to'xtalib o'tadi.

Tayanch so'zlar: Yosh o'quvchilar, ingliz tilini o'rgatish, tinglash qobiliyatlari, o'rganish uslublari, eshitish.

Listening is not the same as hearing. The actual perception and processing of sound is referred to as hearing. Children must be able to hear in order for them to be able to listen in class. A child's ability to listen and fully participate in the English language classroom can be severely impacted by even the smallest hearing impairment. When we teach youngsters how to listen, we must make the content simple and clear so that they comprehend what the speaker is saying. Young learners can benefit from straightforward explanations when teaching listening through pictures, mime, gestures, or body language.

Family members can scaffold and modify the linguistic input that a child receives while learning her native language. A father, for instance, might spit more slowly or loudly. It's possible that the father is unaware that he is making

adjustments due to his hearing loss. This is much more difficult to accomplish, but it is not impossible, in a classroom. The four language skills are frequently mentioned when discussing language learning: speaking, reading, writing, and listening. By distinguishing reading and writing as written skills from listening and speaking as oral skills, we can further differentiate the skills. We can also tell the skills apart from their direction. Reading and listening are examples of receptive skills because they focus on getting information from outside sources. Writing and speaking, on the other hand, are productive skills because they emphasize information production.

Some people believe that children's listening is passive because they do not need to make sounds. However, this is false. Students should and can participate actively in listening activities and tasks. Learners prefer to receive and process information through learning channels. The majority of students prefer one style over others.

You must be familiar with the three primary learning channels—auditory, tactile, and visual—if you teach young students. When material is presented in an auditory format, like listening to a story read aloud, auditory learners generally learn better. Visual learners frequently have easy recall of visual images or pictures. When tactile learners have physically manipulated or touched information, they are better able to remember language, content, and information. When they have actually made something with their hands, tactile learners benefit. Below you can see the types of input which can be provided for the different learning channels.

Learning channels	Examples of input
Auditory	Songs, chants, poems, stories read aloud, environmental sounds such as rain, cars, trucks, animals, vacuum cleaners, computer printers, people walking
Visual	Pictures such as drawings, sketches, photographs, posters, murals, diagrams

Tactile	Real life objects that children can touch as well as toys and puppets (It is important to make sure that the child can actually touch the objects and not merely look at them)
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When a teacher tells a child a story and helps them improve their listening comprehension, she is also working on their readiness for reading. Many of the same techniques used to read and understand a story also apply to listening comprehension. An informal measure of a person's capacity to understand spoken language in the context of a story being told or read aloud is known as listening capacity. We need to improve children's listening comprehension and capacity as a foundation for reading. Children can be helped to become more aware of auditory patterns in language in a variety of ways. As previously stated, providing children with a solid foundation in phonological awareness prepares them for beginning formal reading instruction. Chanting the words while clapping them in syllables is one strategy for teaching children how words are broken up into syllables and separate words. For instance, when you say the two-syllable word "happy," you would clap, and when you said "-py," you would clap again. Both auditory and tactile learners can benefit from this. You might want to show pictures of the words being clapped in order to make this easier for the visual learner. If you are clapping adjectives like "happy" or "angry," you might want to invite volunteers to act happy or angry while the other kids clap and chant the words.

There are a number of advantages to using the total psychological response (TPR) method. To begin, it makes use of the tactile, visual, and auditory learning channels. As the commands are given, the students watch and listen. The students get the chance to use all three channels later: They follow the orders, watch each other, and listen. Second, TPR assists in teaching children to listen attentively and follow directions, two essential skills for academic success. Thirdly, in accordance with concepts or ideas that are developmentally appropriate, children are permitted to listen and then have the choice of when they feel most at ease

speaking. Fourth, young learners can easily adapt this approach in numerous ways.

TPR can be utilized in a variety of ways with young learners. Jump, stand, wave, and wiggle are just a few examples of simple one-word commands that can be used with children who are just starting to learn English.

Both finger plays and songs can be performed with TPR. Children recite little chants while moving their fingers and hands in finger-plays. The "Eensy Weensy Spider" finger play is one of the most well-known. Children act out the spider ascending the spout as they say the finger play.

The Eensy Weensy spider went up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

Then the Eensy Weensy spider went up the spout again.

A teacher should make sure to use hand signals and gestures that children will find meaningful when adding them to songs and finger- plays, and show them what they mean. For instance, if she wants to teach children to row a boat, she should either draw a rowboat on the board or show them one. Children may enjoy coming up with their own hand signals, like "merrily" for rowing a boat. Games can be a fun way to teach kids how to listen well and help them learn how to hear. Listening is essential for following directions and developing the capacity to retain classroom and workplace concepts. Additionally, listening is essential for forming and maintaining relationships that are satisfying and healthy.

Young learners sometimes need to practice their listening skills. Repetitive activities that improve these skills and foster development of auditory and literacy skills are made lively by games. Games can even be used to exercise the brain and improve information retention. Children learn to recognize appropriate grammar and develop new vocabulary through listening activities.

Compared to teaching English to teenagers or adult learners, teaching English to young pupils requires a lot more work because it requires not only the transfer of English knowledge but also an understanding of the teaching

methodology for young students, as well as the ability to identify the students' learning styles, psychology, and classroom management.

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BOSHLANG'ICH SINIF O'QUVCHILARINING TANQIDIY FIKRLASH QOBILIYATINI OSHIRISHNING SAMARALI YO'LLARI

ANNOTATSIYA

Kichik yoshdagi o'quvchilarni fikrlash, izlanish va aniq maqsad sari intilib ongli ravishda bilim olish va dunyoqarashini kengaytirish uchun ta'lim-tarbiya berishda metodlarning xilma-xil bo'lishi maqsadga muvofiq. Ana shunday yangi texnologiyalardan biri o'quvchilarda tanqidiy fikrlash malakasini shakllantirishdir. Boshlang'ich sinf o'quvchilarida tanqidiy fikrlash orqali, mustaqil, erkin fikrlay olish, tahlil qilish, taqqoslash, fikrlarni izohlash, baxslashish, o'z g'oyalarini himoya qilish va yangiliklarga intilish kabi malakalari bilan birga, mantiqiy tafakkur qila olish salohiyati, dunyoqarashi, o'z-o'zini anglash, kommunikativ savodxonligi, go'zallik va nafosatni his etib, undan zavqlana olish, aqlan va jismonan sog'lom bo'lish, milliy urf-odatlarini o'ziga singdirish va qadrlash kabi muhim xususiyatlari rivojlantiriladi.

Tayanch so'zlar: boshlang'ich sinf, tanqidiy fikrlash, muammo, mantiqiy, pedagogik texnologiyalar, interfaol usullar, kichik yoshli o'quvchilar.

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