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LISTENING BASED ON THE COMMUNICATIVE APPROACH AND ITS PLACE IN DEVELOPMENTAL TRAINING

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Annotation: *Listening at the initial stage of learning is one of the most pressing topics in modern methods of teaching English, since without listening, verbal communication is impossible. It is at the initial stage that the foundations of speech skills and abilities are formed, which makes the use of listening more effective both as a goal and as a means in teaching a foreign language.*

Key words: *communication, aspects of oral speech, memory activity, pronunciation, method, language learning, non-translation techniques.*

Listening is the basis of communication, and mastery of oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic /complexes, retain them in memory while listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain.

Speaking and listening are two interrelated aspects of oral speech. Listening is not only the reception of a message, but also the preparation in inner speech of a response to what is heard.

Thus, listening plays an important role in the learning of English by students at the initial stage of education.

It is both a goal and a powerful learning tool. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Through listening in the first grade, the lexical side of the language and its grammatical structure are mastered. And at the same time, listening facilitates the mastery of speaking.

Listening to speech messages is associated with memory activity. Memory, along with sensations, perception, and imagination, is classified as a person's sensitive knowledge of the surrounding world.

Imagination always has the form of an image, and memory can be not only figurative, but also logical (memory for thoughts), emotional (memory for sensations and feelings).

In the process of teaching listening in the second grade, the teacher should draw the attention of students to the fact that it is important from the first lessons to listen carefully and intently to what the teacher or other students say, and try to correlate this with a specific situation, facial expressions, gestures and other non-verbal means and understand what they hear. It is necessary to inculcate a culture of listening in students. From the first lessons they should understand that listening is the key to success in learning English. But

this is nothing more than the education of a child's personality, and is directly related to developmental education.

In the process of mastering listening in English, students encounter a number of linguistic difficulties: phonetic, lexical, and grammatical. In the first grade, it is particularly difficult, for example, to distinguish sounds by ear: [æ - e], [o: - o], [e - i], [i: - i], etc.

Knowing this, the teacher uses exercises that remove such difficulties. It teaches children to distinguish sounds in isolation and in combinations, to hear the difference in pronunciation [s], [z], [r] and [r], to hear length and brevity, to recognize the quantitative and qualitative characteristics of sounds, rhythm, stress and their semantic distinguishing function.

The first and most necessary condition for developing students' understanding of English speech is for the teacher to conduct a lesson in English. Hence, great demands are placed on the teacher's speech. The main ones:

- normativity (correctness) of speech,
- its usuality (this is what a native speaker will say in this situation),
- selection and repetition of linguistic means,
- adequacy to the students' ability to understand it,
- emotionality and artistry.

Listening is used as a means of introducing students to new language or speech material. Introducing new material means showing students the meaning, form, and use.

Thus, when introducing children to new vocabulary, in order to master the form, it is necessary for students to repeatedly perceive it; to understand the meaning, you can use a non-translation method of revealing the meaning and only, if necessary, translation; Situations are needed to illustrate the use of a new word.

Familiarization begins with the perception of the whole, that is, an utterance - a speech unit related to the situation. Thus, it goes from the whole to the particular, from the statement to the individual word, and from it to the sound (if it is new).

What is required from a teacher when he uses listening as a means of teaching a new word?

- Select situations that reveal the communicative function (what can be conveyed using this word).

— Select the structure(s) for the presentation of the word in order to provide an integrated lexical, pronunciation, and grammatical side of the utterance.

— Consider whether you need to use your native language.

— Ensure understanding of the meaning of words (without translation or translation) and carry out control, i.e., check with specific tasks how much children understand them (show, take, do), or an adequate response (yes, no, or equivalents of their native language) -

The choice of method for revealing the meaning of a word (semantization) depends on a number of factors. Among them are linguistic (the nature of the word itself), psychological and pedagogical. If the word has a specific This meaning is significant and it can be demonstrated, for example, a dog, a cat, a ball, red, big, little, then it is advisable to reveal the meaning of the word using clarity rather than resort to translation. In the case of

an abstract meaning of a word like think, it is better to use a translation. International words like doctor, sport, football, engineer should be left to guess in the appropriate context.

If a word is introduced without translation, then monitoring of understanding should be carried out without resorting to the native language. Only in this case will a guess be formed, which is so necessary when listening.

The choice of method of semantization is also influenced by psychological factors, for example, the general development of students in the group. The higher the development, the more opportunities there are for using non-translation techniques of semantization. The level of training also influences, i.e. mastery of general teaching techniques. The higher the level of training, the more opportunities for translation-free semantization.

And finally, the pedagogical factor: the size of the group, the time the teacher has to familiarize students with new vocabulary, and the teacher's qualifications. The larger the group, the more often the teacher is forced to resort to semantization through translation as the most time-saving method, leaving more time for exercises in using the word. The more qualified the teacher, the greater the arsenal of techniques he masters, the less often he turns to translation.

As mentioned above, listening is the basis of communication, and mastery of oral communication begins with it. Mastery of this type of speech activity, such as listening, allows a person to understand what is being communicated to him and adequately respond to what is said, helps to correctly state his answer to his opponent, which is the basis of dialogical speech. In this case, listening teaches the culture of speech: listen to the interlocutor carefully and always listen to the end, which is important not only when speaking a foreign language, but also when speaking in one's native language. Listening is the basis of language learning, since in primary school predominantly wordless translation is used, relying on visual aids, when children use guesswork, which develops thinking and arouses interest! Also, listening is of paramount importance when studying sounds, since they perceive everything by ear and it is important that they clearly grasp the sound and, with the support of the teacher, be able to reproduce it. Here they must grasp the difference between how the teacher pronounces and how they pronounce it themselves; the teacher must require them to pronounce the sound correctly, as close as possible to the teacher's pronunciation, and correct it immediately after playing the sound.

All this allows us to fully appreciate the benefits of teaching a foreign language in primary school. Since the process of listening itself involves memorizing feasible texts by ear, which develops memory, the use of riddles and "confusions" (develops attention), the ability to listen and understand what is heard (develops attentiveness to the interlocutor), and much more, listening can be classified as developmental education.

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