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COMMUNICATION-BASED LEARNING OF LISTENING

Yusupova Nargiza Nigmatovna

Teacher at Tashkent State Uzbek Language and Literature University
named after A. Navoiy

Nowadays the best way of teaching is interactive – communicative teaching. Because of that communication based learning is very crucial. In this article Communication-based learning of listening is described.

Key words: listening, concept of memory, normativeness, intralingual, interlanguage, extra-linguistic, semantization, language material.

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

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

Thus, listening plays an important role in the study of English by students at the initial stage of training. 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 class there is an assimilation of the lexical side of the language and its grammatical structure. And at the same time, listening makes it easier to master speaking.

Listening to voice messages is related to memory activity. Memory, along with sensations, perceptions, imagination, is

attributed to a person's sensitive cognition 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 feelings and feelings). The very concept of memory can be divided into the following components: – *short-term* – a special way of storing information for a short period of time; – *operational*, designed to store information for a specified, predetermined period; – *long-term* is a memory capable of storing information for an almost unlimited period. When using it to remember, it often requires thinking and willpower (therefore, its functioning is not limited); – *visual memory* is associated with the preservation and reproduction of visual images; auditory memory is a good memorization and accurate reproduction of a variety of sounds, musical and speech. It is characterized by the fact that a person can quickly and accurately remember the meaning of the text presented to him, etc., which is very important with regard to listening, since at first children have to hear the sound of sounds and words by ear; – *emotional memory* is

the memory of experiences. The strength of memorizing material is directly based on it: that which a person evokes emotional experience is remembered by him without much difficulty and for a longer period.

These types of memory play a fundamental role in learning to listen, without their sufficient development it is impossible to master the language in general, and even more so speech. It can be concluded that the main mental processes that are involved in listening are the following: memory, imagination, perception and thinking. Thus, activating these features of the human psyche, we simultaneously develop them, which is a fundamental factor in the comprehensive development of the individual. And, therefore, listening can be considered an integral part of developmental learning.

In the process of learning to listen in the first grade, it is necessary to instill in students a listening culture. From the first lessons they must understand that listening is the key to success in learning English. In the process of mastering listening in English, students encounter a number of difficulties of the linguistic plan: phonetic, lexical, grammatical. In the first grade, a particular difficulty is, for example, distinguishing hearing sounds: [f – e], [o: -o], [E – i], [i: – i], etc.

Knowing this, the teacher uses exercises that remove such difficulties. He teaches children to distinguish sounds in isolation and in combinations, to hear the difference in pronouncing [s], [z], And [p], to hear longitude and brevity, to recognize the

quantitative and qualitative characteristics of sounds, rhythm, stress and their meaning-distinguishing function.

When selecting material that the teacher himself will use in his oral speech in the lesson, the goals that he pursues should be taken into account: firstly, the development of students' ability to listen and understand foreign speech; secondly, the well-known expansion of the passive vocabulary of students and the development of their guesses on the context in the listening process. Guess, as you know, is based on interference, which can be: – *intralingual*, that is, words and phrases adjacent to each other facilitate understanding of an unknown word; – *interlanguage*, here you can include tracing paper, international and borrowed words; – *extra-linguistic*, certain facts and historical events associated with a given linguistic community, contribute to the understanding of unknown words.

All these tips should certainly be present in the material for listening, since this is, firstly: it trains the students' language guesses, which is necessary for the functioning and creation of a potential student dictionary; secondly: the semantization of unknown words takes place, which is very important for expanding the "vocabulary"; and, finally, thirdly: due to the fact that with the help of developed language guesses, difficulties associated with the nature of the language material, with the language form of communication, with its semantic content are overcome – listening training is becoming more effective and successful,

which contributes to the general intellectual student development.

So a dialogue with a teacher is the leading form of introducing students to oral speech in a foreign language, and therefore one of the means of transition directly to listening.

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