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## Listening as a Compulsory Tool to Improve English Language Skills

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### ANNOTATION

The increased role of English in the international communication system has provoked an increased need for learners to master English in order to understand and reproduce the English language. In this regard, it is important to emphasize the perception of English-speaking speech is emphasized in the classroom. To this end, effective forms and methods of teaching listening skills to students are widely used in the classroom, some of them are discussed in the article. The author has studied modern works on the problem of teaching listening comprehension skills to students, analyzed the most common difficulties encountered in teaching this skill. The article also touches on the topics of audio materials, which are relevant to the specific target audience of university language students. The principles and criteria for the selection of audio materials are defined. The author proposes her own methods used in practice and considered as the most effective, These methods are aimed to develop students' confidence and ability to understand foreign speech while listening to the audio materials in English.

**KEYWORDS:** English, listening skill, foreign language, instrument, listening techniques, everyday communication, native speaker, speech activity, competence, echo-recording, visual learning aids, videos.

**Introduction:** At a time of major political and economic transformations in the global community, the importance of English continues to grow intensively. The primary purpose of English, defined as the primary spoken (listening and speaking) and written (reading and writing) languages and writing), is driven by the development of communicative competence. Along with the rest of the speech activities, which are related to each other, listening acts as a means of developing language and communicative competence of learners. It should not be forgotten that speech communication is a two-way process and, therefore, insufficient attention to listening in English classes will contribute to the underdevelopment of the skill of perception and understanding of foreign speech by ear, which may minimize ability to communicate freely in a foreign language. Often, well-developed reading, writing skills do not save students in situations of Communication situations where listening comprehension and the ability to construct a logical response are required. This fact once again underlines the high importance of formation of listening skills and the relevance of this problem.

Since listening skills are formed solely in the process of The need to understand English-language speech by ear, there is still a need to understand at different tempos, intonation and noise patterns, which makes it possible to a number of competencies which form the basis for this type of speech activity. The aim of the article is to analytically review listening comprehension as a compulsory means to improve the level of English by means of communicative skill development in foreign language students language departments. In order to achieve this goal a number of research tasks should be solved: to study modern works of authors on the problem of listening comprehension; analysis of difficulties connected with application of this kind of speech activity in English classes; consideration of topical and working methodology of teaching the listening comprehension skill at university; to single out the methodology which has been widely used by the author in her teaching activity. The author's attempt to systematize and summarize "working" methods of teaching listening comprehension skills to The author's attempt to systematize and generalize "working" methods of teaching listening comprehension skills to university students has determined the scientific novelty of the article.

In the research fields of linguistics and foreign language teaching methodology methodology of teaching foreign languages are presented in many works of authors who with one voice They unanimously state that it is impossible to master English without acquiring listening comprehension skill as a special competence to hear and reproduce foreign speech. An analysis of such works makes it possible to ascertain a steadily high interest of both academic researchers and practitioners in identifying the most difficult issues and the ways of solving them, as well as in applying the methods and techniques of related sciences to their work of allied sciences for a deeper understanding of the essence of listening comprehension.

For example, I.A. Eliseeva considers listening through the formation of communicative competence and its components (linguistic competence, sociolinguistic competence, sociocultural competence, strategic and discursive competence, as well as social competence) in the process of listening to foreign language speech [1]. According to her, the development of listening skill listening has an impact on each of the listed communicative competences.

Popova N.V., Gavrilova A.V. believe that in addition to linguistic difficulties that students face in the process of learning English, they also experience such "psychological difficulties as lack of the recipient's own perceptual experience, uncomfortable conditions of perception, anxiety and fear of failure to perform this type of speech activity" [2]. In their study, the authors focused on the psychological and pedagogical aspect in teaching listening skills with the use of video materials and for comparative analysis - without video materials. The authors highlighted the ability of videos to create a comfortable environment for the learners. Prerequisites for successful learning of listening skills listening skills, according to the authors, are defined as:

- provide students with quality audio materials according to the interests of the age group in question, as well as the level of training;
- organising a differentiated approach to the teaching of listening (e.g. pre-reading of initial scripts);
- introducing learners to new words presented in exercises prior to the listening comprehension;
- reading the scripts after listening, putting the scripts in order while listening to the audio material;
- providing the classroom with high quality sound equipment to avoid losing some of the information sound quality to avoid losing some of the information and diminishing the students' interest in to avoid losing some of the information and reducing student interest in their work.

V.A. Akbash and A.A. Vetrova in their work consider the difficulties of auditory speech perception when studying Chinese. In spite of English and Chinese languages belonging to different language branches - Romano-Germanic and Oriental respectively, there are some similar difficulties in the auditory perception of both languages. Thus, according to the authors, "the main purpose of listening is not so much to understand individual words, but the meaning of what is heard as a whole" [3]. The authors see the reason for this difficulty as overconcentration on individual words and lack of vocabulary.

The joint research work of O.L. Zabolotneva and I.V. Kozhukhova pays attention not only to the methodology of listening comprehension lessons, but also to the The authors have also paid attention to the psycho-emotional side of it. According to the authors, such classes "are accompanied by stress and psychological discomfort for the students" [4], and therefore require the introduction of relaxation exercises and game material for psycho-emotional relaxation. Based on the results of their empirical research, the authors find the most effective, in their opinion, method of teaching listening comprehension - keeping a listening diary. This approach makes it possible to monitor the dynamics of the learner's progress on an individual basis and to complicate the tasks in due time as the material is mastered.

N.V. Bogdanova considers listening and text interpretation as a "means of secondary linguistic personality in students in the development of linguistic and communicative competence" [5]. The author is convinced that the formation of the secondary linguistic personality is based on the principle of multiculturalism.

In our opinion, this principle is based on the units of thematic and compositional-speech units which are presented in an educational audio materials, which should also contain a cultural aspect. From Bogdanova N.V.'s point of view, the process of text interpretation encompasses certain personal meanings of the author of a statement or an article selected as an audio material as well as the expression of personal meanings of a student as a "recipient of information" [5]. In this case, the comparison of the phenomena of culture of the native language and the foreign language under study acts as a motivation for competent acquisition of foreign language speech activity.

Nurieva N.S., Borisova T.D. among modern technologies for teaching listening skills distinguish perception, understanding and active processing of auditory information of video materials based on perceptual and semantic activity of students [7]. The authors present an approach in which listening and speaking are defined as integral parts of oral communication. For example, the use of videos is considered by the authors as an intensive tool for developing listening skills and activating cognitive strategies used by students in the learning process. Such approach, according to the authors, enhances students' motivation to learn a foreign language.

N.E. Chesnokova defines listening as one of the leading types of speech activity. In her opinion, the main difficulty lies in the selection of adequate audio and video materials capable of increasing interest in a foreign language and motivation to further increase its level [8]. Among other Internet resources for practical purposes the author suggests using TED educational video resource [9] in free online access. The resource abounds with videos of different thematic orientation, which contain interesting and not widely known facts, thanks to work the learning process is not only about developing listening skills, but also about raising the interest and motivation of the students to learn. This portal contains a lot of up-to-date and relevant information on a variety of topics, depending on the level of different age groups and preferences, one can find numerous video materials for listening comprehension, as well as read the comments of other users.

Theoretical and practical significance of the results of the study lies in the analysis and actualization of productive listening techniques, which are reflected in the reviewed publications. For their practical case study in English classes with undergraduate students the author identified the following techniques:

1. Echo-repeating (Shadowing) - consists of listening to audio texts and repeating them after the speaker as an echo without stopping the recording. Shadowing can be spontaneous (duration of the audio is 1-3 minutes; slow speed of the speaker; students repeating the speaker's speech with a delay of 0.5-1 second) and prepared (audio extract with transcript or video extract with subtitles; used outside the classroom; speaker's speed is increased; for 5-15 seconds the sound is muted while the student continues to reproduce the speaker's speech).

Result: improvement of articulation and development of oral skills.

2. Filling in charts, working with maps) - present a worksheet for filling in statistics, comments, more suitable for advanced or advanced students. or advanced students.

Result: The perception of the audio material is sharpened and the necessary dominants in the audio content are highlighted more effectively.

3. Listening journal - carried out by listening to audio materials of different genres (news, broadcasts, plays, biographies, interviews, lectures, etc.), followed by stylistic analysis or commentary. analysis or commentary. It is recommended: to make notes in the diary the date, start and end time, recording time, type of material, and source of the audio material. listening comprehension exercises; listen repeatedly; write down new words and expressions (5-7); compose sentences with new vocabulary; mark on a scale from 1 to 10; listen a third time, trying to understand a third time, trying to understand every word; write a short paraphrase of the passage. A detailed study of of this technique is reflected in the work of Srozhidinova N.Sh. [10].

Result: promotes deeper comprehension of the material, provokes interest in learning listening skills, strengthens the learning motivation of students.

4. Making a context - a productive technique for further preparation for listening, diving into the topic of discussion and forming a glossary for understanding the audio material. The context can consist of statistical information, quotations on a topic being developed, or it can be an alternative for further discussion. An effective source for creating context is to work with forums where there are no complex syntactic structures and phrases and special terminology, which greatly facilitate comprehension. easier perception.

Result: preparation for further discussion, development of critical thinking skills.

5. Video resources (Video resources) - the most effective, according to many researchers, technique that allows working both individually and in a group, with learners of primary, intermediate and advanced levels. There are several techniques for working with videos: watching a video in silent mode; listening without watching; listening and watching a video, followed by a discussion; analysis of a still image.

Result: increased learning motivation, high level of interest of the learners, which is ensured by the well-chosen video content and test tasks.

All of the techniques described can easily be adapted to different levels of English proficiency and can be used in classroom lessons. classes at the university.

An analysis of contemporary research papers allows us to note the authors' commitment to the use of innovative technologies and online resources. Being close and comprehensible to modern students of foreign language faculties They are aimed at motivating learning and developing already existing speech skills in

English. In conclusion, it should be noted that in the development of listening comprehension skills takes on enormous importance. accuracy in listening comprehension is of paramount importance. will help to avoid translation errors and achieve a high-quality interpretation of what has been heard.

In preparing and writing this article, the author comes to certain conclusions. The main difficulties encountered by learners in the process of teaching listening comprehension is the high tempo of the of the speaker; inappropriate audio material (too difficult, boring, inappropriate for the age category of the learner); insufficient vocabulary of the learner. Obviously, when a learner is given a number of difficult tasks to perform, he/she begins to experience a higher level of anxiety, stress, which decreases interest in learning. To solve this problem, the focus should be on reducing anxiety, playful content should be actively introduced in the class and students should be encouraged to engage in the process of educational gamification which also contributes to the development of interest in teamwork.

In the future it is possible to prepare an empirical study with the testing of one of the techniques for the development of listening skills in one group of university students on the basis of the conducted research.

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