

INTEGRATION OF LISTENING STRATEGY INSTRUCTION IN ADVANCING SCHOOL LEARNERS' OUTCOMES

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Abstract: *In communication, an important place is given to the perception of information by ear, which is, listening. The ability to perceive and understand foreign speech by ear is one of the most important skills in mastering a foreign language. In the theory of foreign language teaching methodology, the concept of listening was introduced by researcher E.I. Passov. According to his research, listening is the understanding of speech in a foreign language by ear. In his writings, he suggests distinguishing between the two concepts of listening and listening.*

Key words: *one-time listening in real time, external factors, language environment, prolonged concentration.*

Introduction. The first concept should be understood as listening to the sound shell of a foreign language without understanding the meaning hidden under this shell. By the second concept, E.I. Passov understands precisely the perception of foreign language speech by ear with an understanding of the inherent meaning. [1, p. 14] Listening is the oral perception of the meaning of a text. In the process of perceiving the text, the listener does not remember the text of the message, but creates his own text. And the quality of the text depends on the intellectual and emotional abilities of the individual. In other words, the text perceived by ear is different from the text spoken aloud.

Discussions and results. E.I. Passov distinguishes such a concept as "listening", the perception of a text in a foreign language, while Chinese scientists speak of "listening" as a person's perception of a foreign text. Depending on the level of education and preparedness of a person, in the process of listening, it is possible not only to perceive exhaustive information by ear, but also to identify the subtext of speech and the moral attitudes of the speaker. Li Dongmei says that in the process of communication, only 60% of information is assimilated by ear, the amount of assimilated decreases with increasing time of perception of the text. For example, if a person listens to a speech for ten minutes, he will only learn half of the text by ear and after two or three days, he will forget another half of this text. The lack of listening skills leads to mistakes and curious situations [2, p. 353].

Listening is an active type of speech activity, for the greatest effectiveness of which attentiveness, concentration, lack of emotions, increased attention to the interlocutor are necessary, this sets up the speaker positively to the listener, which is a kind of way of influencing the speaker to the listener. There are many factors that affect the style of perception of information by ear. These include a person's gender, age, character, range of interests, and situations in which listening takes place. So in the communication of men and women, men are twice as likely to interrupt women, men are focused on the content, and women on feelings and the process of communication. Speaking about listening as a kind of speech activity, we can say that listening does not exist separately from other types of speech activity. Listening closely coexists with speaking, while listening cannot exist without speaking, and speaking without listening.

Therefore, in the teaching methodology, these two types of activities are played together. Li Dongmei identifies the following characteristic features of listening: 1. listening, as well as

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speaking, is realized through oral communication; 2. listening is a receptive type of activity, because there is a perception of information by means of auditory and visual receptors for further reproduction of it in oral or written form; 3. listening is a reactive type of activity, i.e. causing a reaction in a person to listening and further speaking or reading; 4. the internal mechanisms of listening include hearing, memory, articulation and prediction; 5. listening is characterized by an external lack of control of internal perception, i.e. it is impossible for a teacher to control the processes of audio perception of speech, which causes difficulties in teaching this particular type of speech activity; 6. the product of listening is the conclusion that has arisen in the recipient's head, and the result is an understanding of the semantic side of a foreign text and the further reaction of the student [2, p. 353]. Listening, like reading, is a receptive activity, i.e. when performing these types of speech activity; a person receives certain information that generates a person's reaction, usually in the form of speaking. Thus, it is necessary to interact between all these activities, namely speaking, listening, reading and writing. 5 classifications of types of listening by different researchers are presented.

Perception is related to the nature of the text being listened to: the pace of speech, the amount of listening, the duration and frequency of repetitions [3, pp. 50-61]. Recognition occurs due to the comparison of phonetic and lexicogrammatic aspects. The third component – understanding – involves the processing of the information heard: the subject content of the text, logic, subtext, etc. In the process of listening to speech, an important place is occupied by the listener's RAM, which allows you to keep key words and phrases in memory. Here the issues of phrasal stress placement, logical accents, word order in sentences become relevant.

That is why in the methodology of RAM development, special attention is paid to the skill of highlighting keywords, phrases and fixing them. The text can be perceived by ear at several levels: - at the level of the topic, it is considered the lowest level; - at the level of the main thesis and the logic of the statement, - at the professional level, at which the listener has a joint thinking with the speaker. The structure of listening proposed by Lu Changhong is interesting [4, p. 101].

Unlike the structure of I.A. Zimmaya, there are three levels in the structure of listening: motivating, forming and implementing, there are four levels in the structure of Lui Changhong. And if the first three coincide in meaning to some extent, then the fourth level of activity control is an important stage in the student's listening, both by the student himself and his mentor. It has already been said that listening is one of the most difficult types of speech activity. Therefore, very often when mastering a foreign language, it is listening that is "lame".

There are a number of difficulties faced by the listener: 1. one-time listening in real time; 2. there are no pauses and additional time for reflection; 3. the requirement for prolonged concentration of attention; 4. external factors (noise, speech defects, etc.). Therefore, speaking about listening, it is necessary to understand that from the listener in this little depends on the type of speech activity. The listener cannot change the speaker's speech; change the situation and the situation. Also, it will not be able to change a person's speaking style. In the learning process, when faced with such difficulties, the learner can apply two solutions: either eliminate all difficulties, or slightly simplify. Of course, most often due to a number of factors, including the lack of sufficient time, the student removes all difficulties. It should be understood that this approach will not help the student to acquire listening skills. After all, in a real situation, speech is natural, it does not adapt to the listener. In this regard, it is not advisable to deprive the student of the opportunity to learn how to cope with difficulties in the learning process, in our opinion. All of the above allows us to conclude that listening is one of the most difficult types of speech activity due to many circumstances that depend both on the listener himself (level of education, level of training, level of awareness in a particular information area) and on external circumstances (the situation in which the listening process takes place, the emotional state of the speaker, the level of the speaker's education

and many others). Listening in a foreign language should be given great attention in the learning process, but listening should not be taught in isolation, but in connection with other types of speech activity. Thanks to this, the mastery of the language as a whole takes place.

In conclusion, the following results were achieved in this study: The main problems of learning English by ear in secondary school: problems of the language environment Learning a language requires the support of a good language environment. English is a language subject, when studying which students always feel very insecure during their studies, as there are a lot of problems with listening.

Conclusion. In the process of learning listening, English teachers of junior high school should properly teach such listening skills so that students can increase the effectiveness of learning and improve their level. At the same time, teachers of English in the lower grades of secondary school should require students to be understanding of learning, calmly react and explain words that they do not understand, as well as calmly and encourage students for their success. This can very quickly increase the level of listening skills of students.

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