

DEVELOP ENGLISH LISTENING SKILL WITH PODCAST

Qo'shko'prik district, Khorezm region

English teacher of secondary school No. 17

Karimova Shohista Abdullayevna

Qo'shko'prik district, Khorezm region

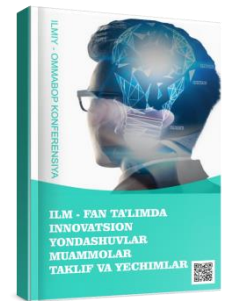
English teacher of secondary school No. 17

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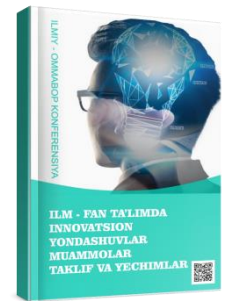
***Abstract:** According to modern foreign language education standards, listening skills are considered to be one of the learning objectives in the development of language competence. Clearly, listening is important in shaping students' language competence, as listening is also a learning tool.*

***Key words:** listening skills, methods, problems.*

This term is not used in English. According to foreign methodologists, “listening comprehension” (listening comprehension and comprehension) most accurately expresses the essence of this independent type of speech activity. Externally, this is an unexpressed process, so for a long time in the history of methodology development, listening was not seen as an independent type of speech activity, but as a passive process and an “additional product of speech”. . “Listening plays an important role in modern English teaching methodology because it is a skill that helps to develop other basic language skills. Today,



listening is a tool for teaching foreign languages.—Working with audio texts, we practice lexical, grammatical and phonetic skills at the same time. Audio texts provide information for discussion, which in turn implies further development of speaking and writing skills. So listening is a learning tool. Listening is one of the most challenging types of speaking activity. “First, it is characterized by a one-time presentation, as repetitions are often excluded in real communication situations,” and second, the speaker’s speech cannot be adapted to the listener’s level of understanding. Third, there are a number of individual characteristics (pronunciation, style of speech, dialect, pronunciation features, etc.) in the speaker’s speech that it takes time for the speaker to get used to the tone of voice, which is difficult to understand. lum causes difficulties.E.N. Solovova identifies three groups of objective difficulties in listening: difficulties related to listening conditions, difficulties arising from the individual characteristics of the speech source, and difficulties arising from the linguistic features of the perceived material. The author also emphasizes the linguistic difficulties that arise from specific words - numbers, days of the week, names of months, proper names, and place names. These words do not contain information of personal importance and are badly memorized by ear. The words of this group are an important barrier to memorizing speech through hearing, not comprehension. When teaching listening, the teacher should take these challenges into account and choose audio material that teaches students to overcome them. It is recommended to start listening training from video material, as the availability of a speech source makes it significantly easier to understand. Then, slowly move on to audio texts. To teach listening skills, material should include interactions and background interactions, as this brings the listener closer to the conditions of speech perception in a real language environment. It is very important that students have the opportunity to



listen to the voices of men, women, children and adolescents, as well as the elderly and people from different walks of life. This is because the speech of a BBC announcer is even different from the speech of a middle class representative and is very different from the speech of a working class representative. Given the role of English as an international language of communication, it is necessary to include audio recordings of English-speaking people with different emphasis in the later stages of teaching. As for the level of overly unfamiliar vocabulary in the audio material provided, it should not be too high. E.N. as noted. Solovova —In teaching listening, the teacher pays attention to the students' speech experience, corrects it, and selects the appropriate structure to work with the audio text. Understanding the challenges a particular text can present to a specific audience will help to competently organize the teaching of the necessary speaking skills.

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