

System of Exercises for Teaching Listening

Babaeva Gulzira, Mambetniyazova Almagul
Karakalpak State University

ANNOTATION

This article talks about the syntactic expressions of the theme of Rhema, in comparison of the German and Karakalpak languages, common and universal, and specific of these languages.

KEYWORDS: subject, predicate, actual division, relation, utterance, minimum, neutral, act of communication, syntactic category, semantic center, fixation, contradiction, preposition, zapole, phrasal stress, property, inverted, conditionality.

Since listening is a very complex type of speech activity, it is still difficult for students to perceive foreign speech by ear, despite the fact that most of the words they hear are familiar to them from learning to read. That is why a special system of exercises is needed to teach students listening.

The system of exercises for teaching listening should provide [1;179]:

- a) compliance of exercises with psychological and linguistic difficulties of audibly perceived messages;
- b) the possibility of interaction of listening with other types of speech activity, and first of all listening and speaking as two forms of oral communication;
- c) management of the process of formation of listening skills;
- d) successful implementation of the ultimate practical goal and intermediate learning objectives;
- e) a gradual increase in difficulties, which will guarantee the feasibility of performing exercises at different stages of training.

The system of exercises is understood as the organization of interrelated actions arranged in order of increasing language and operational difficulties, taking into account the sequence of formation of speech skills and skills in various types of speech activity.

The constituent components of the exercise system are, as is known, groups (exercises to relieve linguistic difficulties of listening, exercises to eliminate psychological difficulties of listening), types, types of exercises and their arrangement corresponding to the sequence of formation of skills and abilities, the number of exercises, the form and place of their performance. Of these components, only the reasoned sequence of exercises remains constant, the other components will change depending on the nature of the audio texts, the language training of students, the complexity of communicative tasks and other factors. For example, when listening to a light text, there is no need for elementary operations, to which we refer imitation, distinguishing oppositions of phonemes or close intonation models, identifying synonyms, splitting the text into smaller semantic pieces, etc. A well-trained student does not need, as is known, exercises that develop a perceptual-sensory base, since he

has technical listening skills, including phonemic and intonation hearing, instant receptive combination of words and sentences, predictive skills, etc. [1;179].

The methodology distinguishes two subsystems: preparatory/training and speech/communicative.

The subsystem of preparatory / training exercises is an extremely important link in the general system of exercises, although this is not yet a speech activity, but the creation of the basis and means for its implementation. The purpose of the preparatory exercises is to remove linguistic or psychological difficulties beforehand (before listening to the text), to develop the skills of logical and semantic processing of lower-level signs – from words to microtexts, which will allow the auditor to focus his attention on the perception of the content [2; 89].

Preparatory exercises contribute to the development of:

- 1) predictive skills;
- 2) the volume of short-term and verbal-logical memory;
- 3) the mechanism of equivalent replacements;
- 4) speech hearing;
- 5) the ability to curtail (reduce) internal speech, etc.

In general, the following requirements can be made to this subsystem of exercises:

- 1) combinations of elementary operations with complex mental actions that develop the creative abilities of students and allow them to combine mnemonic activity with logical and semantic already at this stage;
- 2) strict management of the process of preparing for listening due to the creation of supports and guidelines for perception, partial removal of "unprogrammed" difficulties, twofold presentation, etc.;
- 3) gradual increase in language difficulties;
- 4) concentration of attention on one difficulty or on a group of similar difficulties;
- 5) a combination of known and unknown material in exercises;
- 6) focus on form and content.

Preparatory exercises:

- Listen and repeat several pairs of words: mehr – Meer; Sohn - Sonne...
- identify rhyming words by ear, mark them with numbers, for example:
dann – denn- den- dem (1, 4)
- listen to a number of adjectives (verbs), name the nouns that are most often used with them.
- listen to a number of speech formulas, name (in your native or foreign language) situations in which they can be used;
- listen to the text from the phonogram (presented by the teacher), fill in the gaps in the

graphic version of the same text, etc.

- listen to two or three short phrases, combine them into one sentence;
- listen to a number of verbs, form nouns from them with the suffix –er, for example: lesen – der Leser, lehren – der Lehrer
- determine the meaning of international words by context and their sound form;
- determine the meaning of unfamiliar words using definitions (descriptions) in a foreign language;
- review the keywords and name the topic that the audio text is dedicated to. Then listen to the audio text and check the correctness of your answer.

The perception of coherent oral speech is accompanied by complex mental activity and proceeds in special conditions determined by a number of acoustic factors. Hence, there is a need for exercises that direct attention to comprehending the content of perceived speech and overcoming difficulties associated with perception. Such exercises are called speech exercises [3; 104]. The subsystem of speech/communication exercises contributes to the development of skills to perceive speech messages in conditions approaching natural speech communication (contact and distant), without supports, hints and prior acquaintance with the situation and topic. It is recommended to perform speech exercises on listened texts that have significant potential in terms of solving communicative and cognitive tasks. When they are perceived, the language form should be realized at the level of involuntary perception, if we are talking about the most perfect, so-called critical level of understanding. Speech exercises teach:

- to eliminate problems in understanding by predicting at the text level;
- correlate the content with the communication situation;
- divide the audio text into semantic parts and define the main idea in each of them;
- identify the most informative parts of the message;
- adapt to the individual characteristics of the speaker and to different presentation speeds (at a pace from below average to above average pace);
- keep in mind the actual audio text material (digital data, chronological dates, proper names, geographical names, etc.).

In everyday speech communication, auditory perception is directed at the meaning of the speech message, and the form and content form a complete unity, in terms of educational communication, it can be directed either to the content or to the form. Studies conducted in school and university classrooms have shown that when attention is focused on the language form (setting to perform search operations, differentiation, grouping, etc.), simultaneous understanding of the content is complicated. It was mentioned above that when performing preparatory exercises based on any material, including isolated words, the mnemonic activity of students is combined with logical and semantic. It is possible to mention in this connection such a type of preparatory exercises as grouping the material perceived by ear (words, phrases) on some basis. To perform this exercise, orientation in the material is necessary, the ability to differentiate it by having a set of different signs, to highlight the common in memorized symbols, etc. Psychologists have repeatedly noted in their works that the ability

to correctly group what has been listened to or read indicates an understanding of internal logical relationships [1;181].

A speaker of a foreign language at the level of its native speakers can purposefully correlate the content with the language form and the situation of communication, which allows you to separate objective information from subjective.

Depending on the language preparation of the class and the complexity of the audio text, students' attention can be specifically switched from the content to the language form (with the help of instructions, a special kind of formal supports, etc.) and vice versa, although it is known that at the initial and partially middle stages, this method of listening management is not always justified. It is known that too fast switching of attention from the language form to the content worsens forecasting, leads to an approximate understanding based on guessing facts.

The effectiveness of the exercise for partial guided listening training depends on the repeatability of individual techniques, which is extremely important for the initial stage, the involvement of other analyzers along with auditory, especially visual, sustained attention and the presence of creative, predictive mental activity. As a result of the exercises of this group, there is a certain "habituation" to the conditions of presentation of texts, adjustment to a given listening mode, stable performance. As for visual supports, their use should be considered not only as a control element, but also as a means of individualizing learning [1;184].

Speech exercises:

- Listen to texts, different in content, at a normal pace based on clarity, and then in a sound recording without relying on clarity and answer questions.
- listen to the beginning of the story, u try to guess what happened next.
- listen to two stories and tell me what they have in common and different.
- listen to the text and choose a title for it.
- listen to the text and determine its type (message, description, narrative, reasoning).
- listen to the dialogue and briefly convey its contents.
- listen to several fragments of the text, make a plan of utterance.

These exercises make it possible to check the depth of meaningfulness of the content, i.e. the degree of penetration into the subtext, into the pragmatic aspect of the utterance. The exercises are associated with the attraction of new facts and information, are characterized by a critical orientation and an attitude towards selective memorization of the most interesting information [1;186].

REFERENCES

1. Galskova N.D., Gez N.I. Theory of teaching a foreign language. Linguodidactics and methodology. - 3rd ed., ster. — M.: Academy, 2006.
2. Kolker Ya.M. Practical methods of teaching a foreign language. – M., 2000
3. Lyakhovitsky M.V. General methods of teaching foreign languages. – M., 1991.