

EFFECTIVE TOOLS FOR IMPROVING LISTENING OF THE SENIOR STAGE STUDENTS

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English is becoming increasingly important at a time when the world community is undergoing major political and economic transformations. The main purposes of English are defined as the main means of oral (listening and speaking) and written (reading and writing) communication and the building of communicative competence is a prerequisite.

In addition to other speech activities that are interconnected, listening helps students become more proficient in language and communication. It is important to remember that speech communication is a two-way process. As a result, failing to give listening instruction enough emphasis in English classes can hinder students' ability to perceive and comprehend foreign speech by ear, which can reduce their capacity for free speech in that language.

Well-developed reading and writing abilities frequently fail pupils in oral communication circumstances when comprehension of speech and the capacity to formulate a coherent response are needed. This statistic highlights the significance of this issue and how important it is to develop listening skills once more.

Since listening is the only activity that develops listening skills, it is still necessary to comprehend speech in a variety of tempos, intonations, and noise levels. This allows for the formation of certain competencies that serve as the foundation for this kind of speech activity.

Within the domains of linguistics and foreign language teaching methodology, numerous authors have expressed their unwavering belief that mastering English requires developing the capacity of hearing, which is a unique ability to comprehend and mimic spoken foreign language.

Therefore, when listening to speech in a foreign language, I.A. Eliseeva takes into account listening through the development of communicative competence and its components (linguistic competence, sociolinguistic competence, sociocultural competence, strategic and discursive competence, as well as social competence) [1].

She believes that each of the above communicative competences is influenced by the development of listening skills.

N.V. Popova and A.V. Gavrilova contend that in addition to language barriers, students encounter "psychological difficulties as the lack of the recipient's own perceptual experience, uncomfortable conditions of perception, anxiety and fear of unsuccessful performance of this type of speech activity" [2]. The authors of the study concentrated on the psychological and pedagogical aspects of teaching listening skills using video resources, both with and without video sequences for comparative comparison. In the first instance, the writers mentioned how video resources can help learners feel at ease. The authors identify the following requirements as necessary for the effective training of the listening skill:

- establishing a customized approach to listening teaching (e.g., pre-reading of early scripts);
- giving students high-quality audio material based on their training level and age group's interests;
- reviewing the scripts after listening and sorting them chronologically while listening to the audio content; - introducing pupils to the new words included in the tasks prior to listening;
- the availability of high-quality sound equipment in the classroom to prevent knowledge loss and lower student enthusiasm in finishing the assignments.

In their study, V.A. Akbash and A.A. Vetrova address the challenges associated with auditory speech perception during language learning. According to the writers, "the main goal of listening is not so much understanding of individual words, but the meaning of the whole heard as a whole" [3,p.6-11]. The authors attribute this issue to students' excessive focus on specific words in addition to their limited vocabulary.

O.L. Zabolotneva and I.V. Kozhukhova's collaborative research highlights the psycho-emotional aspect of listening instruction in addition to the methods. These classes "are accompanied by stress and psychological discomfort for the students", as noted by the writers [4]. Consequently, these classes "accompanied by stress and psychological discomfort for the students"[4], therefore in order to facilitate psychoemotional unloading, relaxing techniques and game content must be introduced. Based on the findings of their empirical investigation, the writers conclude that keeping a listening journal is the most efficient way to teach listening.

With this method, it is feasible to keep an eye on each learner's development individually and to gradually increase task complexity as knowledge is gained.

Reading comprehension and text interpretation are viewed by N.V. Bogdanovaas

“means of secondary language personality in students in the development of linguistic and communicative competences” [5]. The author firmly believes that multiculturalism serves as the foundation for the development of secondary linguistic personality. We believe that the thematic, compositional, and speech character components found in educational audio materials—which ought to incorporate a cultural component—form the cornerstone of this idea. As per N.V. Bogdanova's perspective, the process of text interpretation encompasses the expression of personal meanings of the student as “the recipient of information” and certain personal meanings of the statement's author, as well as the article chosen for audio material [5]. In this instance, the motivation for the proficient learning of foreign language speech activity comes from a comparison of the phenomena of the cultures of the native language and the foreign language being learned.

Studying the issue of teaching senior students listening skills through video resources, A.V. Kuzmina and N.V. Popova found that the two most popular approaches to teaching listening skills are intercultural communication and country studies, both of which require native speakers of a foreign language to be included in the frame [6]. The educational value of instructional videos is equally significant, in their view. Among the contemporary technologies for teaching listening skills, N.S. Nurieva and T.D. Borisova place special focus on the perception, comprehension, and active processing of auditory information from video materials, based on students' perceptual and semantic activity [7]. The authors offer a method that defines speaking and listening as essential components of oral communication. For instance, the authors view the utilization of video materials as a powerful tool for improving students' listening comprehension and igniting their cognitive learning techniques.

According to N.E. Chesnokova, listening is one of the most important forms of speech activity. The primary challenge, in her view, is choosing appropriate audio and video resources that can spark curiosity in a foreign language and inspire continued proficiency [8]. The author recommends using the free online video resources of the TED educational resource in addition to other Internet resources for practical applications. The resource is jam-packed with videos covering a variety of themes. Thanks to the work that not only improves listening skills but also stimulates students' interest and long-term motivation for learning, many of the movies contain interesting and little-known facts. This site contains a lot of fresh and up-to-date information on numerous themes, depending on the level of students' preparation and age preferences, you can discover many videos for listening, as well as read the comments of other users of the resource.

The study and implementation of productive listening strategies, which are represented in the papers under evaluation, are what give the research's results its theoretical and practical value. For its real-world case study in high school English lessons, the following methods can be found:

- Shadowing is the process of listening to audio texts and echoing the speaker's words back without pausing the recording.
- Shadowing can be prepared (audio excerpt with transcript or video excerpt with subtitles; it is used outside the classroom;
- the speaker's speech speed is increased; the sound is muted for 5–15 seconds, while the learner continues to reproduce the speaker's speech) or spontaneous (audio duration: 1-3 minutes; low speed of the speaker's speech;
- learners repeat the speaker's speech with a 0.5–1 second lag). Our kids' articulation and oral language abilities are enhanced in this way.

This worksheet, titled "Filling in Charts and Working with Maps," is appropriate for intermediate or senior students and requires them to fill in statistical data and remarks. Consequently, the auditory materials are perceived more clearly, and the essential dominants within the audio content are more prominently displayed.

- Listening journal: This involves listening to audio content in a variety of genres (news, shows, plays, biographies, interviews, lectures, etc.) and then providing commentary or style analysis.

It is advised that you: write down the date, time, start and end of the audio recording, the type of material, and the source of the audio material in your diary; after the first listening, complete tasks to comprehend what you heard; listen again; jot down new words and expressions (5-7);

- construct sentences using new vocabulary;
- the difficulty level on a scale of 1 to 10;
- listen again, making an effort to understand every word; and prepare a brief summary of the passage. N.Sh. Srozhidinova's work [10] reflects a thorough analysis of this method. It encourages greater understanding of the subject matter, piques curiosity about developing listening abilities, and increases pupils' will to learn.

Establishing a context helps you get more familiar with the subject of the discussion, better prepare for listening, and create a lexicon to help you comprehend the audio content. Contextual elements may include data, quotes related to the subject under discussion, or suggestions for additional readings. Working with forums devoid

of intricate grammatical structures, turns, or specialized terminology is a useful method for establishing context and improving comprehension. Outcome:

- Critical thinking abilities are developed and the groundwork for additional debate is laid.
- Many academics have found that using video materials is the most efficient way to interact with learners at all levels -elementary, intermediate, and advanced-both individually and in groups. Working with video materials can be done in a number of ways, such as watching a video in silent mode, listening just, watching and listening to a video segment followed by discussion, or analyzing a single image. Students will be more motivated to learn using this approach, and their level of interest will be high because of the carefully chosen video content and accompanying test tasks.
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In summary, it should be highlighted that the development of listening skills is crucial to students' education since accurate auditory perception allows one to avoid translation errors and achieve a qualitative understanding of what is heard. During the drafting and preparation of this piece, the author draws some conclusions. The primary challenges that students encounter when learning to listen are the rapid-fire delivery of information, improperly chosen audio content (too technical, dull, or unsuitable for the student's age group), and the student's limited vocabulary.

Games must also be actively introduced into the classroom to engage students in the process of learning gamification, which also fosters an interest in teamwork. In the future, an empirical study that validates one of the methods for improving listening skills in a class could be prepared based on the research that has been done.

Recent research and theoretical developments have compelled a reevaluation of both the listening instruction itself and the methods used in foreign language acquisition. A method that is based on a cognitive understanding of the nature of listening highlights the need of teaching students about bottom-up and top-down processes when learning to listen and how to use effective listening strategies. It also

identifies the ways in which listening draws on various types of knowledge, including linguistic, cultural, and contextual knowledge.

Depending on the demands and competence levels of the students, effective listening training should clearly distinguish between instruction and assessment and give students guided experience in using the relevant listening skills for various listening purposes.

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ИСПОЛЬЗОВАНИЕ МУЗЫКАЛЬНЫХ КОМПОЗИЦИЙ В КАЧЕСТВЕ АУДИОМАТЕРИАЛА ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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