
Methodology of Using Modern Pedagogical Technologies in the Development of Listening Comprehension Skills in English Classes

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Abstract: In today's rapidly developing era, perfect mastery of one of the foreign languages has become a requirement of the time. In particular, in Uzbekistan, a number of activities are being carried out to teach foreign languages. Nowadays, our young people are learning English, German, French, Spanish, Japanese and other languages in our country's schools. Today, it observed that learning a foreign language is limited only to school textbooks, which complicates the language learning process. For this reason, the use of modern pedagogical technologies in foreign language classes is an important factor.

Keywords: communication, comprehension, mind tool, modern technologies, strategy, system.

According to the data, the child's development in the mother's womb goes through a very fast and complex period of development. Its development also depends on the physiological movement in the mother's womb. Hearing organs are formed in the womb of the child, and they begin to receive information from the external environment. Therefore, ensuring that the influence of the external environment is positive, creates the ground for a healthy birth of a child, when he comes to the world, he can imagine the world correctly, and begin to perceive and understand the world correctly through hearing. A few days after birth, the child begins to recognize the mother's voice. Through hearing, language gradually develops in him and thus he learns his mother tongue. For this reason, audio and video tools are a very important factor in language learning.

The sphere of communication is understood as the broad scope of social life, where social interaction is carried out. In this article, the educational, professional, social and personal domains are understood from the perspective of language learning and use. Strategy is a system of actions aimed at finding a solution to the tasks that a person sets before himself, or that he needs to solve.

It is known that in foreign language education, listening comprehension and speaking skills take the leading place in the development of students' speaking competences. Learning foreign languages begins with listening and trying to understand the language being studied. In the process of communication, usually one of the communicants speaks and the other listens. Therefore, the processes of speaking and listening understand each other, complement each other, strengthen and even control each other. Speech comprehension during listening also gives the listener an opportunity to determine his level of knowledge. At the same time, the process of speaking based on the partner's listening comprehension and communication. Therefore, acquiring oral skills in learning a foreign language requires learning listening comprehension and speaking skills in an integral way. The majority of scientists, methodologists, and pedagogues, and in their studies recognizes this, it noted that the

acquisition of foreign languages, in particular, begins with listening and understanding the language in its purest form. In the process of education, students learn the language they are learning not from their teachers, but through the speech of teachers. It somewhat limits the possibility of learning the language in its purely practical state, it leads to the learning of the pronunciation of foreign language sounds, speech tempo and intonation with different accents. As a rule, only students who have lived in foreign countries for a while or who often visit or communicate directly with foreigners are able to speak a foreign language in a pure state. The use of audio-visual aids in language learning helps to fill this gap. It is not difficult to assess the multimedia method, the system's support for students in teaching English. Multimedia presents the following simultaneously on the screen and from the computer recorder:

- a) Graphics - a representation of the object itself;
- b) Text - in the language being studied and its translation in the mother tongue;
- c) Sound - the English pronunciation of the text;
- d) Repositioning - the ability to perform various operations with the object with the help of the "mouse";
- e) Animation – the ability to observe the movement of an object.

All of the above mentioned can be conducted by the student himself, being a participant - performer of the multimedia lesson.

Listening comprehension can be taught in several traditional ways. Some of these methods J. Summarized by Richards (2008): “an English teacher can orally read a piece of literature such as a passage, play or poem in a natural way. Reading the dialogue should be as normal, natural, lively and meaningful as possible. It helps the learner to master natural language sounds. Gradually, students get acquainted with the features and sounds of pause, emphasis, melody, rhythm and tone”.

An English teacher can tell a short story about a cute and funny incident that happened to him/herself or someone else to provide his/her students with different, interesting and spontaneous listening comprehension tools. This difference in the initiation of oral materials improves students' listening skills. He should ensure that he is not limited to the assigned material and try to reduce listening boredom by using different listening comprehension tools; the teacher can provide students with many exercises in minimal pairs to improve their ability to distinguish between sounds. In a minimal pair, a minimal contrast exercise, the teacher presents the students with two words that are pronounced the same in the language except for one specific sound (i.e., one phoneme). The difference in phonemes causes the variation; can use the "auditory memory" exercise to improve the ability of students to recall and immediately repeat the material they have heard. In this exercise, the teacher asks his students to listen carefully to a sequence of words or numbers, remember them, and then say what they heard, i.e. numbers, account number, phone number and address. This activity encourages students to listen carefully and strengthens their memory to recall information immediately; can also take short dictations on specific topics such as numbers, places, colours, foods, dates and times. Excerpts for dictation should be taken only from familiar materials.

Modern or innovative methods of teaching listening comprehension skills can be summarized as follows: an English teacher using a well-equipped language room can perform a play, poem, speech prepared by native speakers with appropriate stops and fillers, false beginnings and idioms.

This exercise is effective and useful when used as part of a language classroom program.

Exercises help foreign language learners to listen to all the features of pronunciation and to recognize elements of target language sounds. Gradually, students begin to distinguish different sounds, stress, tone and rhythm. The phonological code includes sound, rhythm, stress, tone and (social, regional and dialectal variations). The syntactic code includes word groups (affixes) and word order (stylistic changes). The semantic code contains the meanings of word meaning, connotation, dialect, culture (national-ethnic), idiom, colloquial language, false start, stop, complement and redundancy. The required competence is achieved when the learner can consciously understand passages in the target language without paying attention to individual components.

A foreign language teacher using the Ling phone room can use selected radio, video, and television programs as tape segments in his classroom. The topics of these segments should include news, weather reports, and talk shows, guessing games, interviews (dialogue/conversation), cookery programs and dramatization. Listening to the broadcast is a useful tool for students to improve their pronunciation and intonation. These topics introduce the substantive issues of the living language and the target language. Listening to the broadcast is a useful tool to improve students' pronunciation and intonation. These topics will help you get to know the real language and the content of the target language. After that, the teacher should develop some questions to find out the listening comprehension skills of his students. It is important that students have accurate information about how they are doing with listening comprehension exercises and how they are making progress. Live language helps learners understand native speakers speaking at a normal pace in unstructured contexts and situations, and reassures learners that the target language is manageable, functional and not limited to use within the four walls of the classroom.

A foreign language teacher using a language room can ask his students to communicate with native speakers on the phone. Phone calls can also be made during class. This activity can be used to get information about a phone number, flight arrival or departure time, TV or lecture schedule, appointment and directions in the target language. The teacher should ask the students to record all the information given and received over the phone. It is also advisable to send students to English-speaking companies or agencies in the city so that they can get information and communicate.

The foreign language teacher should give his students the opportunity to listen to the speakers of the target language in the community, and other school staff should encourage the students to take notes and make conclusions about such lectures. In this way, the teacher can arrange for the students to visit their classroom or the English club at their school. In short, the teacher makes every effort to use the influence of the surrounding language to improve the listening comprehension skills of the students.

As can be seen from the above considerations, the use of the language classroom is an important environment for effective teaching of listening comprehension skills. This is an ideal situation for building listening comprehension skills.

Below are some innovative tools that can be used to improve listening comprehension.

Table 1 The use of the "mind tool" technology aimed at developing the ability to synthesize English accents

The Mind Tool technique	Purpose	Sample
The database	Software that organizes data acquisition quickly and easily	Sign in Electronic spreadsheets
A common database	A special type of database that provides the process of knowledge	Wikipedia

	acquisition. It engages students in solving problems.	
Visualization tools	Enables students to describe or imagine how they would act in different areas and situations.	Read, write, think Venn diagram Electronic spreadsheets Motivational exercises
Concept mapping	A graphic tool for organizing and presenting the acquired knowledge	bubble.us Smart mapping Motivation and inspiration word processor
Simulation	Provides a simplified version of a situation, environment, or process that allows students to try, use, and maintain in practice.	Oregon Trail Sim City Microworld is a type of simulation program that allows learners to observe, learn, and experience specific phenomena in a research environment. Interactive Physics - Allows students to create and test mechanical designs.
Hypertexts	A non-serial or single-line method for creating and displaying text	HTML Software for development of web applications
Hypermedia	Hypertext with multimedia elements (for example, images, sounds, videos, animations, etc.)	
Digital Storytelling	Enables students to reflect, talk about, visualize and communicate their views, facts and information	iMovie GarageBand Presentation software such as MS PowerPoint and Apples keynote

Mind tools are applications of technology that allow students to model, organize, visualize, or reason about data and objects.

Mind tool (intellectual education) tools are cognitive tools such as individual computer programs that develop students' learning and thinking. This technology is used in today's educational institutions to "teach" the same way teachers do (ie, teach students what they know and assess their recall and understanding of what was said). Mind tools are a set of tools that can be used by teachers in conjunction with "traditional" teaching and learning methods. A combination of technology and traditional teaching methods work well together. Thus, a greater percentage of classroom time is dedicated to problem solving and active learning. The teacher can use them widely while observing the rules of the lesson law.

Audiobooks and podcasts in developing listening comprehension skills. Audiobooks are an effective method of listening. The book, read by a professional narrator, introduces not only an interesting story, but also the speech spoken in a foreign language, as well as the pronunciation of the words.

Too many people, an audiobook seems to take a lot of time, but in fact, it is much faster to listen to it than to read a paper copy. At the same time, you can listen not only to fiction, but also to a professional voice. Audio and video tapes - we can use audio, video, electronic materials such as audio tapes or discs, video tapes, television and radio broadcasts to teach English listening comprehension. A podcast is a broadcast of music or speech based on the principle of a thematic or genre radio station. The word Podcasts comes from iPod (music player) and Broadcast (broadcast).

Podcasts are audio programs, series, or blogs that you can download or listen to online. The main difference between podcast and radio is the ability to choose a genre and topic and listen at any convenient time. Podcasts can vary in genres (documentary and artistic conversation) on different topics. Many podcasts are simply specially edited and created interviews or conversations between a few people in a studio. These tools can be used in different types of English language materials and speaking activities. Nowadays, there are various educational audio and video CDs for learning and teaching English. As mentioned above, podcasts can help you learn English grammar, vocabulary, pronunciation, and speaking, reading, writing, and listening comprehension in English. Among the audio-visual materials are discs containing a collection of lessons developed by native English speakers, various film and multi-film discs in English (with subtitles), English and American countries, their geography, economic, political and social spheres, history, literature and people, traditions it is possible to insert video program CDs that provide information about their customs and holidays in English. Students and language learners can use these CDs independently: Tell Me More, Accelerated Reader Tests, Top Tips for Academic English, My ELT and more.

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