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THE ROLE OF AUTHENTIC TEXTS IN LISTENING SKILLS

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ABSTRACT

The article considers the definition of the essence of authentic materials and their role in teaching listening skills. Teaching students to listen to foreign language and understand it is one of the most important goals of teaching foreign languages. Therefore, this article discusses the main problems of listening, ways to solve these problems, and the role of authentic texts in teaching listening.

Keywords: Authentic text, listening training, audio text, speech activity, the mechanism of semantic perception.

INTRODUCTION

Communication is an integral part of our daily life. How accurately and fully we understand the information we receive determines our future actions. Teaching students to adequately perceive foreign language is one of the main tasks of teaching. We are faced with listening in the most common situations in life:

* television and radio;
* conversations with friends;
* phone conversations;
* lectures;
* various ads. etc.

Practical experience in teaching a foreign language shows that listening is one of the most difficult types of speech activity. First, it carries the character of a one-time presentation. Therefore, it is very important to learn to understand the text from the first listening. When listening to speech, repetition is often simply not possible. Secondly, we are not able to adapt the speaker's speech and manner of conversation to our level of language proficiency. [5,125]

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METHODOLOGY

Learning to listen is one of the most complex and time-consuming processes. The class usually consists of children with different abilities and with different levels of visual and auditory perception and memory. Moreover, auditory perception, as a rule, is developed worst in all children. The teacher also faces such problems as determining the right material for listening and selecting exercises that will maximize the understanding of what is being listened to. Listening requires very intense and focused mental activity, which quickly leads to fatigue and distraction of students ' attention. Semantic understanding of oral speech is carried out as a result of performing complex logical operations, such as synthesis, analysis, comparison, induction and deduction. All this requires maximum tolerance from the teacher and a clear selection of exercises to motivate and attract the attention of children.

The process of understanding an unfamiliar text differs first in the perception of individual words and phrases, which do not yet lead to a complete understanding of the meaning of the text. To succeed, you need to "grasp" the meaning of each word, relate it to the others, and choose the appropriate meaning [1,213]. Therefore, for a successful understanding of the heard text, the student needs to" hold "phrases and words, correlate them and combine them with previously heard information, "translate a sequential series of incoming signals into a simultaneous one". Short-term memory performs a service role in this case. It promotes the flow of part of the information into long-term memory. The success of the operation depends on the quantitative and qualitative selection of incoming information, on the method of introducing the material and fixing it [3,165].

From this we can conclude that listening is " an internally active form of speech activity. The active nature of listening is explained by the fact that it is based on the processes of partial speech modeling."[6,70].

Listening was and is the most disliked and difficult aspect of learning a foreign language. It is often much easier to express your thoughts verbally than to understand the other person. The perception of foreign speech by ear, even if the material consists mainly of familiar words, is a kind of barrier for the student, since listening requires enormous mental and psychological costs. Tasks that accompany listening increase responsibility and lead to overexertion. All this leads to a loss of motivation for further training.

This type of speech activity has a number of psychological features:

1. Motivating the student to listen;
2. The motive for the perception of information;

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3. Settings for assimilation and understanding of information (tasks completely depend on the desired goal, the level of knowledge of students and age characteristics);

4. Repeatedly listening to the text.

Based on this, it is necessary to take into account that listening is one of the most important types of speech activity, which has its own psychological characteristics, when teaching which it is important to take into account the mechanisms of semantic perception. [2]

There are a number of the most common difficulties that every student faces. First, there are lexical difficulties. It is the abundance of incomprehensible and unfamiliar words that leads to not understanding the text. The main problem is that students lack language guesswork. Misunderstood or misunderstood words or phrases frighten the child. It is for this reason that students need to develop the ability to understand the meaning of the text, even if there are unfamiliar words. Secondly, there are grammatical difficulties. In English, there are a huge number of grammatical forms and turns that are not peculiar to the Karakalpak language. When perceiving a sentence, the student should be able to divide it into separate elements. This will help you correctly understand the meaning of what you have heard. To correctly divide a sentence into semantic groups, there are three speech parameters: logical stress, pauses, and intonation. Based on this, the teacher should pay special attention to the development of the ability to adequately perceive these speech parameters. The next difficulty is phonetic. In the flow of speech, there is no clear boundary between words. This is due to various phonetic phenomena, such as assimilation, palatalization, aspiration, and others. Each person is distinguished by an individual feature of pronunciation, tempo, voice timbre, pausing. The speaker may also have a speech defect, such as stuttering. This leads to a partial or even complete misunderstanding of the text heard. In Karakalpak language, all these difficulties are compensated by continuous practice, but the student has very little experience in listening to foreign speech. To overcome these difficulties, it is necessary to use authentic texts in teaching, which will allow students to get acquainted with the manner of conversation directly from native speakers at an early stage of learning. The more a student listens to a variety of people (women, men, children), the easier it will be to adapt to the individual characteristics of the speaker's speech. And the last difficulty is connected with the culture of the studied country. Studying outside the country of the language being studied, the student does not have sufficient knowledge about the surrounding world of this country. According to this, the student perceives

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what he has heard from the point of view of his culture and the norms of behavior known to him. This may lead to a misunderstanding or complete misunderstanding of the text you have heard. The teacher should familiarize students with the history, culture, traditions and social system of the country, so that in the future students can perceive the oral text from the point of view of intercultural communication. Only with this knowledge will the student be able to correctly interpret the speech patterns and behavior of the speaker. [5,128]

DISCUSSION

The nature of perception by ear depends on whether the speech is directed at the listener himself, or whether he listens to the conversation of strangers from the outside, whether the listener needs to think about the answer at the same time as the perception, or whether it is not required of him. If the speaker is speaking specifically to the listener, he can adjust his manner of conversation to suit him, slow down the pace or pause, giving time to think about what he has perceived. If the speaker addresses a third person or an audience, then the listener has to adapt to the conditions of speech perception and cope with difficulties independently. For the listener, it is also very important whose voice he listens to. If this is the voice of a person he knows, then he perceives speech faster and easier. If this is the speech of a new person, the listener will face a number of previously mentioned difficulties. [4,179]

Knowing these possible difficulties allows you to correctly determine the level of listening difficulty, take them into account when selecting exercises, remove them, and sometimes even bring the task to the situation of real communication.

Working with audio text is usually divided into three stages:

1. pre-listening,
2. while listening,
3. after listening.

In a real situation, a person can predict what the oral message will be about, and determine for themselves an approximate strategy for its perception. In the case of an instructional text, students are not familiar with the situation at all. This is exactly what the pre-text stage is for. It determines the primary installation and removes possible difficulties. Also at this stage, it is very important to interest and motivate students for a more successful listening experience. There are some of the most common tasks that help prepare the student for listening. First, it is a discussion of questions and / or statements. This allows you to introduce students to the topic

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and interest them. Also, when getting acquainted with questions and statements, students meet the vocabulary that they will later meet in the text they are listening to. Secondly, they often use a guess based on the suggested pictures, words, or title. The teacher shows the words or illustrations, and the students discuss possible listening topics. And third, the teacher himself can present the main topic of listening in the lecture and introduce it to the problem. Then comes the stage of actually listening to the text. During the first audition, students complete the tasks offered to them. But for more successful development of listening skills, listening to the text can be repeated. In this case, it is necessary to give the tasks a novelty, so that students do not lose motivation. After listening to the text, there is a post-text stage. After listening to the text and completing the suggested exercises, it can be used further to develop the skills of oral and written speech. [5,135-139]

CONCLUSION

Thus, the role of authentic materials in listening training is very high. Thanks to them, students not only develop language skills, but also increase cross-cultural knowledge. Authentic texts reproduce real situations of communication, thanks to which students will feel more confident in the future, when communicating with native speakers.

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