

# The Use of Internet Resources in Teaching Listening to Undergraduate Students Non-Language Faculties

Sh. S. Abdullaeva

English Teacher of Karshi Engineering Economics Institute, Karshi, Uzbekistan

## ABSTRACT

The article is devoted to the use of Internet resources in teaching English, contributing to the development of listening skills. Special attention is paid to the aspect of improving the listening skills of undergraduate students of non-linguistic faculties.

**KEYWORDS:** *English language teaching; Internet resource; listening skills; out-of-school material; audio material; audio text*

For a long time in the methodological literature listening it was considered an aspect of teaching a foreign language that did not receive due attention from teachers [7]. This was explained by the fact that listening skills are automatically developed by students through their immersion in the language environment and practice, while working on grammatical, lexical and background material [8, 9]. Currently, members of the society need to develop a high level of proficiency in the learning process, because they themselves want to learn to understand what is said to them in English in a personal conversation, in business meetings, on television, in the theater, watching a film, traveling to foreign countries, listening to audio recordings, etc. [4, 5].

Listening is considered to be the most difficult aspect in mastering the English language. This complexity is explained by overcoming such factors as the nature of the language material, the conditions of presentation, the semantic content, the sources of information, as well as the individual characteristics of both the speaker (manner of speech, tempo, and presence of an accent) and the listener, his auditory experience and many others [6].

On the other hand, listening is a powerful tool for teaching a foreign language, since it promotes the assimilation of the lexical composition of the language and its grammatical structure, makes it possible to master the sound side of the language being taught, its phonemic composition and intonation: rhythm, accent, melody. In one of his recent publications, M. Rost described listening as «a necessary type of re-activity, because it provides the listener with information. Without understanding the information, no study can begin...» [6].

It should not be forgotten that listening, along with speaking, provides the possibility of communication in a foreign language. Without mastering the ability to distinguish foreign language speech by ear, communication with representatives of other cultures is impossible in principle.

Unfortunately, with two or three academic hours of English per week, the teacher is not able to pay due attention to the development of students' listening skills. More and more emphasis is placed on independent work, which it became

possible thanks to the appearance of Internet resources. As an example, let's look at some of them in more detail:

1. TED (Technology, Entertainment, and Design) is a universal online platform with many conferences of leading experts in the fields of science, art, design, politics, culture, business, global issues, technology and entertainment. The mission of the conference is to spread unique ideas ("ideas worth spreading") [1]. Recordings of the most outstanding speakers can be found on the official website TED.com. Currently, more than 1500 selected lectures with translations into different languages available on the website. All videos are uploaded with a Creative Commons license BY-NC-ND, which allows their free distribution [1].

The system of working with such a site, as with any other audio text, is reduced to the following scheme: "sound-text-sound" (\*+ T+\*). First, students are invited to watch the video without subtitles and catch the main meaning. This is followed by a detailed analysis of the text with the help of the presented subtitles, as well as, if desired, by the teacher, with the help of additional exercises on vocabulary and grammar. After that, the video is re-viewed, during which auditory-visual synthesis takes place, simultaneous transmission of sound and image (with subtitles or with a newly disassembled text), which contributes to the development of skills and abilities of speech perception by ear and stimulates oral-speech communication of students during further discussion of the video material.

2. Ororo.tv [12] - a website that provides access to the latest TV series and some movies with subtitles in different languages, which can be turned on and off at the request of the viewer. Watching movies and TV series in the original is of great importance in the process of teaching foreign languages, since it is based on one of the main methodological principles - the principle of clarity. While watching the video, all types of speech activity are activated. As you know, the information you see and hear is remembered five times better than the information you hear [3].

Viewing authentic video footage is also an option, an effective means of increasing the student's motivation to learn a foreign language, since they demonstrate the functioning of the language in the form adopted by its native speakers in a natural social context, introduce the norms and rules of communication and behavior, show various types of relationships and illustrate the language of facial expressions and gestures. Video is a unique tool for teaching speaking and foreign language communication [2].

3. BBC podcasts. BBC radio stations have a wide range of topics that, in the absence of subtitles, it will be useful to listen to as a background, which will include the listener in a state of "flow" and create the illusion of "full immersion" in

an authentic environment. Due to the feeling of the "streaming" state, forgotten knowledge of grammar and vocabulary begins to activate by itself, and the melody of the language itself is captured, which is also important when teaching speaking.

Here it is worth noting that in such radio programs as, for example, BBC Learning English-6-minute English [1] – presenters podcasts are native speakers, so it is provided the opportunity to listen to and learn a live language, in the form in which it is used by ordinary residents of English-speaking countries, that is, it uses authentic material. Podcasts are divided into 3 levels: the first - for beginners (elementary), the second – for students with average knowledge of English (lower intermediate and intermediate), the third-for students with higher-than-average knowledge (upper – intermediate). The advantage of the BBC Learning English project is that the rate of speech voiced by dialogs – different, depending on the level of language training. In 6 minutes of English, there are inserts from English-language dialogues from BBC correspondents; in addition, there are explanations of new English words and expressions. Please note that all explanations are given exclusively in English. Moreover, the podcasts are accompanied by a screech (a text version of the transmission).

It should be noted that many students of a foreign language. They do not realize that when they listen to their native speech, they are not aware of it.

In fact, they do not listen to every word, moreover, they underestimate the fact that a person closely links linguistic knowledge with existing experience and knowledge of concepts such as topic and culture. Farch and Kasper point out that the absolute understanding of audio text is an erroneous representation of how the natural process of perceiving information in the native language occurs [6]. The effort to understand everything does not lead to effective results, causes a feeling of fatigue and, ultimately, leads to failure.

In my opinion, it is necessary to teach students to select the necessary information, ignoring irrelevant ones, i.e. to teach

them to do so, how they do it in their native language [1]. The main thing is to develop the skill of guessing, to learn to anticipate what could be discussed, what the speaker could say in this situation, thus leveling possible gaps in perception.

Internet resources are an effective means of organizing the educational space, support social relations, as they allow participants in the learning process to carry out joint activities, use the Internet as a means of organizing the educational space. the latest materials in various formats, as well as train different types of speech activity. Authentic educational audio material is interesting, informative and informative, accessible to understanding, corresponds to the modern reality of a foreign-speaking society and creates favorable conditions for students to master new regional information, speech behavior of native speakers, promotes their acquaintance with the living language, the life of the people, its culture, and modern realities.

#### Reference:

- [1] Elukhina N. V. Obuchenielisteniyuinoyazychnoyrech [Teaching listening to foreign language speech].
- [2] Kazantsev A. Yu., Kazantseva G. S. Effective forms and methods in teaching listening to foreign language speech of students in a non-linguistic university on the example of the English language. Bulletin of TSPU (Bulletin of TSPU). - 2015. - p. 153.
- [3] Malinina. A. Internet resources The use of the second generation of Web 2.0 in teaching listening / / Young scientist. - 2012. - No. 11. - pp. 446-448.
- [4] Anderson A., Lynch T. Hearing. Oxford: OUP, 1993.
- [5] Brown G. Twenty-five years of listening education / / Forum. - 1987. 25, 4. pp. 11-15.
- [6] Faerch K., Kasper G. The role of understanding in the second language the knower. Applied linguistics. - 1986. 7/3. - p. 257-274
- [7] Hedge T. Teaching and learning in the language class. Oxford: OUP, 2008. - pp. 227-258.