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TEACHING METHODS OF LISTENING COMPREHENSION

Abstract: This article discusses about the ways of teaching methods of listening comprehension. Listening used in language teaching refers to a complex process that allows us to understand spoken language. Of course, language teaching methods have a great amount and they are very different. The process of learning language is very various and complicated. In order to be able to speak in another language, one need to have knowledge and practice

Key words: communicative method , speech activity , teaching methods , speech experience , understanding of the strategy , strategy of the hearing , acquisition, verbal support , analytical abilities ,cultural aspect.

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Introduction

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Nowadays, in developing world the need of communication among different people from different parts of the world increases. People have interest and need to learn foreign languages. Children began to learn foreign languages at school. The process of learning languages is not easy as person have to be used not only communicate with others using another foreign language, but also need to be used to think in that language. The process of learning language is very various and complicated. In order to be able to speak in another language, one need to have knowledge and practice on phonetics, lexicology and grammar of that language. But even these aspects are not enough. On the basis of knowledge of above mentioned aspects person, who studies any foreign language also need to have practice in speaking, reading, writing and listening. In my work, I have chosen teaching methods on listening. The scientific articles, which I will use in my work are relevant to this theme.

The first article by Perfilova, refers to the teaching listening comprehension of authentic texts at the start up of the German language using the communicative method and, as a consequence of achieving cross-cultural communication. In her

article, the author describes the process of listening which was held as experiment among students of her university .

The author suggested that, the process of teaching language is need to be held with the process of giving information about culture and tradition of that language. In order to support her argument, the author of the article with the help of the teachers of Russian as a foreign language organized survey among the students about which of four practices are most difficult for them, listening, reading, writing or speaking. The survey of students showed that 75% of students reported listening as the most difficult aspect of learning a foreign language. And, therefore, it was referred to the section of the fact that the least liked in the learning process, it is difficult to give, the more interesting and had to deal with. A positive result in the learning process can be achieved only when the process of learning is enjoyable. Training should take place on an emotional lift. When in the process of knowledge comes the moment of opening something new, interesting, then learning proceeds from the category of overwork in an interesting and exciting game.

For that reason, the author organized this experiment lasting four hours where Russian and Chinese students were participants.

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In her experiment the author used one of fairytales of brothers Grimm. The process of listening occurred with the assistance of teachers of German language: the process was divided into three parts and continued four hours:

1. Before listening.
2. Listening
3. After listening.

The first process before listening the teachers asked students to write on the blackboard the words that are usually used in fairytales and those that could be used in this particular fairytale.

The second one is listening. The students listened the text for several times.

The third process is after listening. In order to check how the students understood the text. They were asked several questions and were asked to organize role playing.

To draw up conclusion on the results of this experiment, the teacher, who participated identified variety of difficulties. For example: the speed of the reading text, some sentences were long, that caused confusion, etc. But, in general the teachers conclude the positive factors of this method, that is mainly students know a lot new information from this fairytale, get knowledge about German culture, compare this fairytale with Russian ones, etc. After the process of listening participants were given task to write papers and compositions on the topics: Russian fairytales, German fairytales and Chinese folklore.

The second article written by Shorina, the teacher of Moscow educational university In her article the author wrote about methods of teaching language.

The article represents the developed system of communicative drills for listening studies of socio-cultural trend, allowing and helping the teacher to teach students effectively to understand oral speech. All the drills on listening activity are systemized according to communicative tasks. The article also represents a new species of communicative tasks, aimed at the development of memory and logical thinking of students.

As being a teacher Shorina has experience on this matter. It was obvious, when she made a table about specific methods and approaches of listening. This table contains very wide, various and mainly systematised information about them. The table represents the main points of the article. The table number one denote the process of listening in five types: Listening not requiring an answer, suggesting short answer listening, listening requiring wide response, listening suggesting discussion of dialogues. Each of this kind of listening processes contains several points revealing the process of that particular kind of listening. Table number two: Basic requirements for practical knowledge of Listening. Important: vocabulary and duration of the listening process:

1 Only active language material, time : not more than 1 minute

2 1% of unfamiliar words, the meaning of which can be guessed time: 1 minute

3 2% of unfamiliar words time: 2 minutes

In my opinion Shorina did a great job on revealing features of listening. She took into consideration all of the aspects of this teaching method.

The last article was written by Ageeva. In her article the author wrote about the modern approach to the problem of psychological barriers while listening comprehension is considered. The main definitions of the term «psychological barrier» are presented. The presentation material forms stimulating cognitive activity to get over the difficulties are defined. The author points at the cognitive activity presence as one of the conditions for successful listening comprehension acquisition.

The author in her work wrote about reasons and effect of «psychological barrier». In order to solve these problems the author suggested that the process of listening need to be supported by exact test questions on particular text, questions must be printed on the paper. To cope with «psychological barrier» students need to do these actions: mark wrong (or write answer), guess the concept of the text, fill in gaps, analyse the text, answer the questions.

Conclusion.

After reading these scientific articles and based on my own experience on listening activities I came up to conclusion that the teaching methods of listening comprehension are one of the most difficult ones, even the most difficult. Because, these methods include all basics of the language: phonetics, grammar and lexicology. Of course, language teaching methods have a great amount and they are very different. Besides, we must take into consideration a lot of factors dealing with learners of that language(children or students). Here is my conclusion about advantages of listening comprehension. I have an experience on one of the types of listening comprehension mentioned by Shorina, that is listen the text and retell it by heart. Advantages of this method:

1.Improve understanding: Listener tries to understand the text, not learn it by heart.

2.Improve analytical abilities: In order to understand and then remember the text the listener has to analyze the structure of the text.

3.Improve active memory: As listener has not got chance to see the text, he needs to recall all vocabulary, grammar and phonetic simultaneously.

4.Improve concentration: Knowing that the text will be read just three times, the listener needs to be very attentive and completely concentrate on this text.

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5. Improve self – control: As the listener has not chance to see the text, he speaks “independently” and try to avoid grammar and phonetic mistakes.

All of this factors are very important, but the most important one is that, the listener really understand, analyse and use the language.

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