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LISTENING AS A MEANS OF DEVELOPING SPEECH SKILLS

The article is dedicated to the analysis of listening as one of the most significant skills in the organization of speech activity. The article describes the features of listening for students at levels A2 and B1. When mastering this type of speech activity, the student understands and reacts to what is said in a foreign language, transforming his ideas in reply. This is the base of dialogical speaking. The speech characteristic of listening as a kind of communicative action plays a specific role at different phases of developing the English language, so therefore each fresh teacher or pedagogue of the English language must include listening assignments in his lesson.

Keywords: listening skill, listening exercises, listening strategies, listening practice, conversational discourse.

Introduction

Today, the process of reforming is under way in Kazakhstani education. Domestic schools and universities are gradually switching to multilingualism, where the leading languages are Kazakh, Russian and English. In a pilot mode, in a number of schools in Kazakhstan some of the subjects such biology, physics, chemistry are trained in English language, the subject of history of Kazakhstan and geography are trained in the Kazakh language, and also world history and literature are trained in Russian. This reform began in 2007, when N. A. Nazarbayev, who is the Republic of Kazakhstan first president proposed the idea of transferring the national education system to trilingualism.

Today, as practice shows, most schools are trying to apply new approaches to teaching and are faced with certain difficulties.

Multilingual education presupposes the formation of basic language acquisition skills – reading, writing, speaking and listening. In a comparative aspect, listening is the most difficult. This is due to both individual and social factors that affect language acquisition. Economic factors also play an important role here. It is well known that the formation of listening skills involves the use of various technical

means (headphones, voice recorders) and language laboratories. While most schoolchildren today have mobile phones (which are suitable for listening), there is still a lack of audio equipment in schools, especially in rural areas.

Listening as a receptive type of speech activity is also leading for the formation of writing and speaking skills.

Good ability in listening means having competence to comprehend information during listening activities or transfer the information in written or oral communication. It relates to the ability of understanding, communicating, and responding what is listened. Having good ability in listening is one of the main skills that have to be mastered by language learners because it tightly relates to the communication process. Listening can be helpful for students in running successful communication. The students' communicative competence successfully runs together with good listening skill of students. In other words, communication will not run well if it is not supported by good ability in listening.

To have good listening skill in English needs listeners to enrich themselves with basic language knowledge, such as vocabulary, grammar, pronunciation, and other language components. There are two kinds of knowledge used in listening; linguistics and non-linguistics knowledge. Linguistics knowledge in listening comprehension relates to students' abilities in understanding phonology, syntax, lexis, semantics, and discourse structure. Then, the non-linguistics knowledge is knowledge about topic, context, and general knowledge. Both of them are really needed in the process of comprehending aural information because listening is complex process that involves the students to activate their knowledge for reaching their listening purposes. Another factor that may influence the learners' ability in listening activities relates to their ability to know the pronunciation every single word correctly because communication process cannot be separated from the activities of pronouncing words, phrases, and sentences. So, it is a must for the learners to keep improving their basic language knowledge to support them in listening activities. In other words, during the listening comprehension process, listeners will deal with those components.

Listening activities do not only need the learners' ability in mastering basic language knowledge and knowing various issues, but they also have to prepare listening strategies in order to help them in figuring out some problems that they will face in the process of listening, for example; when the learners get difficulties to complete some listening tasks that relate to the students' listening comprehension skill, they may apply a strategy that can support them in completing the task. In this case, the students may apply note taking strategy to notice important points from the audio. Then, they can answer all the questions by using the notes that they had written.

Teachers' roles in teaching and learning activities in the class will also lead the students' success in completing listening activities. There are some efforts that teachers can do such as running and presenting listening activities in the class interestingly. English language teachers have to be able to provide the learners with intensive listening class that guide them to beat all challenges in listening activities. On the ground observation in some schools, commonly English students' listening strategy, style, and proficiency levels. In short, the students should have the capability to apply teachers do not often involve the students in listening practice. Many teachers try to skip listening activities in the class because of various reasons, such as lack of sources, tools, electricity, and others. The students get familiar how to develop their reading, writing, speaking skills, but they get harder problems in listening due to lack exposure of the skill.

In this case, providing various activities, sources, and information to help students to improve their listening skill as good as other skills is teachers' responsibility in the classrooms. The students had been trained since they were at Elementary until High Schools. Unfortunately, students' voices about their problems in listening are still found in many English Language Classrooms.

Materials and methodology

In formal, non-formal and traditional it is not possible to think listening education apart from speaking in education. Our society has valued listening more than speaking, especially in the public and besides adults. In other words, it has created a predominant tendency to encourage passive listening.

Poet Alice Duer Miller considers listening as not simply listening what the other group in the discussion has to tell and listening indicates taking a keen interest in what we are told [1]. From here it comes that the students are not interested in the topic that is said in listening. Therefore, in order to always pass listening well, you need to delve into the topic and be interested. Then, students will have good listening skills.

Nichols in 1948 noted the definition of listening as the comprehension of expository materials presented orally in a classroom situation [2]. It implies that pupils or students should first of all understand the materials, and not just listen to them. But unfortunately nowadays in schools and universities there is such a problem that students just simply learn, but do not understand the material.

Rivers in Hasyuni says that listening is a creative skill [3]. This means that the student perceives the sound he hears and through this the student processes this material in his own way. That is, each student, in his own way, processes this material, while imagination is also included here. For example, when students hear some listening activities sitting in the classroom, each student presents the material in their own way. For instance, in listening task there is a discussion between two people in a cinema and then each student presents the whole picture in his own way. And due to this, students

answer in different ways. Since, creativity and imagination are included. Therefore, listening is considered as a creative skill.

Rebeccal in 1993 stated listening as a basal language experience, however it is frequently disregarded by second language and foreign teachers [4]. When all three skills are taught in schools, in universities every day, when students read, talk, write, and thus develop these three skills day after day. But the skill of listening in most cases is ignored. However, this confirmation has its own reasons. In many cases, teachers want students or pupils to develop their listening skills themselves, through music and through films. But many students actually don't. So, on the contrary, teachers need to pay attention to listening rather than other skills. Because the rest of the skills are easier to get around. That is, a person from an early age can read, write, and speak. But listening skills need to be taught, trained and developed by the student. Teachers should pay more attention to this.

A set-listening test was adapted from IELTS listening section 1, which contains basic skills in note taking simple information such as names, day and dates, general basic vocabularies and some multiple choices questions on simple words. This formulation of test allows this research to look into simple listening skills of the students.

Upon the initial test data collected, questionnaire was brought up to gather further information on the students' skills, as the test data could not represent the information on individual and group basis. The information to collect in this tool was possible external factors, facilities and learning strategy. The data were aimed to connect with the result and to probe of any possible relevant information to the skill the research participant skills.

The research took place online due to the pandemic and among 12 students whose English level was pre-intermediate. They had different test dates with four weeks of the early December 2020. The first and second week were allocated for listening test and examining the result. In week three, questionnaire was handed out to seek further information on the test result. In the last week is allocated for open ended questions.

Purposive sampling was adopted in selecting the sample. It is one of the methods to choose a sample that refers to the researcher's point of view to be representative of a given population.

Results and discussion

It is now known that English is an international language. Therefore, the demand is growing day by day. In Kazakhstan 10 years ago it was not obligatory to study English. Now on the contrary it is obligatory. As the demand increases, so does the demand for learning English language. Of course, in order to speak English well, a number of conditions must be met. Not just speaking, but reading, listening, and writing. In this regard, it was conducted a series of online tests for 12 students in

«Assyl Education» English course, prepared by the well-known IELTS to test these abilities. Listening testing consists of three parts (A, B, C): short, long dialogues and a monologue of 30 tasks.

12 students which passed the test in listening mostly faced problems like not knowing the main words. Students tried to understand every word; they tried to understand even every insignificant word. However, they lost their attention and could not answer. They also failed to pay attention to the main words, trying to understand every word.

There was also such a gap, as the students did not realize the sense of the speeches, because they did not take note to the present words, because they kept thinking about the previous words that they had missed. Thus, they were unable to concentrate on the question. Also, many of these 12 students could not recognize and could not remember those words that they even knew, because they were lost in the process of listening.

In addition, there was also such a problem that all pupils and students had different accents, so the pupils understood some words differently and accordingly they answered incorrectly. There was such a case that the students lost themselves due to the noise from behind listening, because they paid all the time their attention to the noise from the back rather than to the questions.

In addition to these nuances, several students also had hearing problems. That is, they did not understand the words, even if they knew. But due to the fact that these students had poor hearing, they were given low scores. Because of all these problems, it was observed that it was difficult for students to write answers, it was difficult for them to enter in listening process; it was hard for them to follow task, simultaneously to pen, simultaneously to remember them and simultaneously to comprehend. That is, after the experiment, it was clear that teachers still need to work with students and need to teach listening skills.

Here are a few examples of listening tasks that develop an upstream learning process for listening:

a) Students listen to positive and negative statements and choose the appropriate form of agreement.

Table 1

Students hear:	Students choose the right answer:	
That's a beautiful flower camera	Yes	No
That was one, not a very bad	Yes	No
That tea wasn't cold	Yes	No
This meat is absolutely disgusting	Yes	No

Аудармасы:

Қандай әдемі гүл. Иә / Жок

Бұл өте жаман болған жоқ. Иә / Жок

Бұл шай суық емес еді. Иә / Жок

Бұл ет тым жағымсыз. Иә / Жок

b) Students listen to questions with two possible informational «tricks» and use stress to determine the corresponding «focus». (Trick words in *italics*).

Students hear:	Students verify the information:
The office 's <i>in the city centre</i> is closed tonight	Where When
Is the city bank open on <i>Monday</i> ?	Where When
I was going to the <i>cinema</i> yesterday	Where When

Аудармасы:

Қала орталығындағы кеңсе бүгін кешке жабық. Қайда / Қашан

Дүйсенбіде қалалық банк ашық па? Қайда / Қашан

Кеше кинотеатрға барайын деп жатқанмын. Қайда / Қашан

As for the «top-down» approach to learning listening, when using it, students use their background knowledge to understand the meaning of the message being audited. While the upward process goes from language to meaning, the downward process goes from meaning to language. Basic knowledge can take various forms. This can be previous knowledge of the topic of discourse, situational or contextual knowledge, or it can be knowledge in the form of «schemes» or «scenarios» – plans for the general structure of events and the relationships between them.

Exercises that are based on a downward listening text processing process develop a student's ability to perform the following actions:

- use keywords to build a discourse scheme;
- see the situation in general terms;
- determine the role of participants and their goals;
- determine the causes or consequences;
- output unknown details of the situation;
- anticipate issues related to the topic or situation.

The following exercises develop top-down listening skills.

- students ask a relatively large number of questions, the answers to which they expect to hear in the auditioned text;
- Students create a list of those objects or concepts that they already know about the topic, and about what they would like to learn more about. then listen to the text and compare;

- students read part of one speaker in a conversation, predict part of another speaker, then listen and compare;
- students read a list of key issues that will be covered in the audited text, and then listen to see which ones were mentioned;
- students listen to part of the story, finish it, then listen and compare the endings;
- students read news headlines, guess what happened, then listen to the news and compare [6].

In the real world of listening, the ascending and descending processes are usually carried out simultaneously, and the degree to which this or that approach prevails depends on the degree of familiarization of the listener with the topic and content of the text being listened, the density of information, the type and purpose of listening. An experienced chef, for example, can listen to another chef speaking on the radio describing a chicken recipe and compare a chef's recipe with his own. He has his own recipe for cooking and he listens to the radio to capture similarities and differences. In this case, more is used downstream listening process. A novice cook, listening to the same program, can listen with much more attention, trying to identify each step in order to write down the recipe. It requires a much deeper listening process, such as bottom-up.

Successful listening instruction can also be seen in terms of the strategies the listener uses when listening. Does the student focus mainly on the content of the text, or does he or she also focus on how to listen? The question «how to listen», raises the following questions about the learning strategies for listening. Strategies can be defined as effective ways to actively control the listener listening process. These strategies are designed to ensure that students are involved in the listening process [8].

There are various schemes for incorporating strategies into listening practice. Here is the most common and understandable learning scheme for listening to a lesson in a foreign (English), consisting of the so-called steps [9]:

Step 1. Preliminary listening.

Students in pairs predict the possible words and phrases that they can hear. They write down their assumptions. They can write a few words in their own language.

Step 2. First listening.

Listening to the text, students emphasize or circle those words or phrases (including equivalents in their native language) that they correctly predicted. They also record new information that they hear.

Step 3. Discussion in pairs.

In pairs, students compare what they understand and explain how they came to understand. They identify those parts of the text that are not understood or not heard, and mark those parts of the text that require attention in the second hearing.

Step 4. The second audition.

Students listen to parts that they did not understand or hear before and take notes about any new information that they hear.

Step 5. Discussion with all students.

The teacher conducts a discussion to ensure that students understand the text correctly.

Conclusion

In recent years, sundry researches and speculations have caused to review the treatments connected with audition in the learning of a external language, in addition to reconsider the training of audition itself [10]. The technique, based on a comprehension of the grain of audition, defines how audition leans on different kinds of information - either cultural, contextual and linguistic - and underlines the necessity to support students comprehend and make use of the aloft and downstairs operations in studying to listen, and make use of efficient audition strategies. Efficient approaches to studying to hear should clearly distinguish between learning and testing, and provide students with a focused practice of using the appropriate listening skills for specific listening purposes depending on their needs and level of proficiency.

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СӨЙЛЕУ ДАҒДЫСЫН ДАМУ ҚҰРАЛЫ РЕТІНДЕГІ ТЫҢДАЛЫМ

Зерттеудің көрсеткені бойынша, тыңдалым – ағылшын тілін шет тілі ретінде оқытудың негізгі тілдік дағдыларының бірі. Бұл шеберлік өте маңызды болса да, әдетте оған жеткілікті көңіл бөлінбейді. Коммуникативті іс-әрекеттің осы түріне ие бола отырып, адам өзіне айтылғанның бәрін түсінеді және ойын жауапқа айналдыра отырып әрекет етеді. Бұл диалогтың негізі болып табылады. Коммуникативті іс-әрекеттің бір түрі ретінде тыңдалым ағылшын тілін меңгерудің әртүрлі кезеңдерінде ерекше рөл атқарады, сондықтан ағылшын тілінің заманауи кез-келген мұғалімі немесе оқытушысы міндетті түрде өз сабағына тыңдау тапсырмаларын қосады.

Кілтті сөздер: тыңдалым дағдысы, тыңдалым жаттығулары, тыңдалым стратегиялары, тыңдалым тәжірибелері, сөйлесу дискурсы.

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АУДИРОВАНИЕ КАК СРЕДСТВО РАЗВИТИЯ РЕЧЕВЫХ НАВЫКОВ

Статья посвящена анализу аудирования как одного из самых важных навыков формирования речевой деятельности. В статье описаны особенности аудирования для обучающихся на уровнях A2 и B1. При овладении данным видом речевой деятельности, обучаемый понимает и реагирует на сказанное на иностранном языке, трансформируя свои мысли в ответ. Это основа диалогической речи. Речь, характерная для слушания как вида коммуникативного действия, играет определенную роль на разных этапах развития английского языка, поэтому каждый новый учитель или педагог английского языка должен включать в свой урок задания на аудирование.

Ключевые слова: навыки аудирования, упражнения на аудирование, стратегии аудирования, практика аудирования, разговорный дискурс.

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