



2018 год – Год поддержки активного предпринимательства,
инновационных идей и технологий

**ГАРМОНИЧНО РАЗВИТОЕ ПОКОЛЕНИЕ –
УСЛОВИЕ СТАБИЛЬНОГО РАЗВИТИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН**

Сборник научно-методических статей

4

Bibliography

1. Using Songs Effectively to Teach English to Young Learners. Neil T. Millington Ritsumeikan Asia Pacific University, Japan.
2. <http://learnenglishkids.britishcouncil.org>

THE IMPORTANCE OF ACTIVITIES IN DESIGNING LISTENING COMPREHENSION SKILLS OF LEARNERS

F.Umarova, Tashkent Institute of irrigation and agricultural mechanization of Engineers a senior teacher of chair "Foreign languages"

It is clear that various activities can be used in teaching a foreign language and it depends on the teacher and on the aim of the lesson what the teacher wants to develop or consolidate. Activities can be divided into three types.

The first one which is used at the beginning of teaching a foreign language which can also be called initial, and medial and final stages of teaching a foreign language. It means at first simple listening usually phonetic activities can be used.

It may include very small text to be listened to. It can run from 1 to three minutes. These types of texts can be used a phonetic drill at every lesson. Before using listening comprehension skills teachers may use so-called technical or mechanical methods of teaching practical phonetics at initial stage.

Getting students to discover and practice the connections between letters and the sounds they represent should be an important part of any English class routine. The following activities can be adjusted to meet different levels and adapted to fit into any timeframe. Simple ideas that everybody is able to accomplish can work wonders with student confidence which, in turn, can increase motivation.

1. Letter on the Board: At first, the teacher writes some letters on the board. The teacher reads out a word, one at a time, and asks the students to try and spell each word using only the letters on the board. It is always a good idea to stop after the first word in order to write the correct spelling on the board. This can then be used as a reference point for the students for successive words.

Speed Reading: Write a number of words on the board.

If necessary, go over the pronunciation of each word. Then read through a list of the same words at a good speed leaving out only one of the words. The students should be listening to you read the list of words while following along on the board. After you are finished, they tell you which word (words) you didn't read out.

Battleship Phonics: This is based on the popular game Battleship.

The teacher would draw a grid on the board with initial sounds written across the top, and medial and final sounds written together down the left side of the grid. You would let the students know that you have chosen a few squares as 'special squares' that they should seek out.

Phonics Bingo: Write a good number of sounds on the board, e.g., pha, ma, la, ga. The students would choose a designated number of sounds you wrote and write them on an available space for writing. You would then play this like bingo and read out the sounds one by one.

2. Criss-cross Phonics: All the students stand up. To begin, show a word or a picture. The first student to raise their hand gets called upon and if they can correctly say the first (or last) sound of that word they can sit down and choose if the people in their row, horizontally or vertically, can also sit down.

3. Missing Sound: Draw or show an image on the blackboard. Beside the image, write all but one of the sounds. This can be made into a group contest or a simple whole-class exercise where you would give the class time to think of the answer and get everyone to say the answer at the same time.

4. Two Sounds: Good to practice sound distinction. Have two words on the board representing the two different sounds you would like to practice, e.g., MEN, MAN. You would then show the students pictures and get them to put those words under the appropriate column. For example, you show a picture of a pen, the students should write 'pen' under the MEN column. (If you are dealing with beginners, they could just mark their choice with an 'X' under the column instead of asking them to write out the words. You would, however, have to give numbers before every word to help everybody keep track of choices).

5. Beginning/Middle/End: Students copy down the chart you provided on the board which is divided into three sections. You can label the three sections, 'beginning', 'middle' and 'end' in English or the native language of your students. You would focus on a specific sound and read out words containing that sound.

6. BallandCapGame: The students pass around a hat and a ball. When the music stops, the student with the hat must take out a piece of paper with a letter or letters written on it then read out its sound, not the letter name.

7. Penand Eraser: Students have a pen and an eraser in front of them. You have two sounds you would like to practice, e.g., 'f' and 'v' sounds, and designate one sound for the pen and one sound for the eraser. When you say a word beginning with one of those sounds, the students should pick up the appropriate object (for upper levels, the sound can be in any part of the word not just the beginning. Matching sounds to letters and letters to sounds can be quite a tricky and daunting task when students are learning English. Listening and comprehension skills are divided into three main skill sets: top-down listening, bottom-up listening and metacognitive listening. In conclusion it should be noted that effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

The list of used literatures

1. Sample Activities in Ur (1996, pp. 115-117).
2. Morley. Listen-and-Do Activities. (1991, pp. 93-102).
3. The Internet TESL Journal, Vol. XIV, No. 4, April 2008.

ТАЪЛИМ ЖАРАЁНИДА

ПЕДАГОГИК ТАЖРИБАЛАРНИ ОММАЛАШТИРИШ

Х.Умирова, Тошкент мекр-шафкат КХК, Ш.Ахмадалиева, 1-РТК

Замонавий ахборот-коммуникация тизимлари ва унинг воситаларидан фойдаланишни билиш ва уларни бошқа фуқароларга ўргатиш ҳам ҳозирги