

## THE ROLE AND PLACE OF LISTENING IN TEACHING ENGLISH AT ELEMENTARY SCHOOL

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**Abstract:** *the article discusses that auding or listening and comprehension are difficult for learners at elementary school because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they, cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding. The teacher, therefore, should develop his pupils' ear for English sounds and intonation.*

**Keywords:** *elementary school, intonation, listening, comprehension, communication, learners, speech, difficulty.*

## РОЛЬ И МЕСТО АУДИРОВАНИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

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**Аннотация:** *в статье обсуждается, что слышать или слушать и понимать трудно для учащихся начальной школы, потому что они должны быстро различать звуки речи, сохранять их, слыша слово, фразу или предложение, и распознавать их как смысловую единицу. Ученики могут легко и естественно делать это на своем родном языке, а они не могут делать это на иностранном языке, когда начинают изучать язык. Ученики очень медленно улавливают то, что они слышат, потому что они осознают языковые формы, которые воспринимают ухом. Это приводит к недопониманию или полному непониманию. Поэтому учитель должен развивать у своих учеников слух и интонацию английского языка.*

**Ключевые слова:** *начальная школа, интонация, аудирование, понимание, общение, учащиеся, речь, трудность.*

When auding a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the

difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auding: (1) linguistic material for auding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented, 1. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in auding. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical.

Phonetic difficulties appear because the phonic system of English and Russian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English

They can hardly differentiate the following words by ear: *worked — walked; first — fast — forced; lion — line; tired — tide; bought — boat — board.*

The difference in intonation often prevents pupils from comprehending a communication. For example, *Good morning* (when meeting); *Good morning* (at parting).

The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: *The horse is slipping. The horse is sleeping. They worked till night. They walked till night.*

The opposites are often misunderstood, for the learners often take one word for another. For example: *east — west, take — put; ask — answer.* The most difficult words for auding are the verbs with postpositions, such as: *put on, put off, put down, take off, see off, go in for*, etc[1].

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: *to work — work; to answer — answer; -ed* as the suffix of the Past Indefinite and the Past Participle.

### **Psychological Characteristics of Listening Activity**

The development of speaking follows the same pattern both in the mother tongue and in a foreign language from reception to reproduction as psychologists say, and from hearing to speaking if we express it in terms of methodology. Since "language is not a substance, it is a process." and "language doesn't exist. happen.", we should know under what conditions "it happens". What are the psychological characteristics of oral language? They are as follows:

1. Speech must be motivated, i. e., the speaker expresses a desire to inform the hearer of something interesting, important, or to get information from him. Suppose one of the pupils is talking to a friend of hers. Why is she talking? Because she wants to either tell her friend about something interesting, or get information from her about something important. This is the case -of inner motivation. But very often oral speech is motivated outwardly. For instance, the pupil's answers at an examination.

Rule for the teacher: In teaching a foreign language it is necessary to think over the motives which make pupils speak. They should have a necessity to speak and not only a desire to receive a good mark. Enslave conditions in which a pupil will have a desire to say something in the foreign language, to express his thoughts, his feelings, and not to reproduce someone else's as is often the case when he learns the text by heart. Remember that oral speech in the classroom should be always stimulated. Try to use those stimuli which can arouse a pupil's wish to respond in his own way.

2. Speech is always addressed to an interlocutor.

Rule for the teacher: Organize the teaching process in a way which allows your pupils to speak to someone, to their classmates in particular, i. e., when speaking a pupil should address the class, and not the teacher or the ceiling as is often the case. When he retells a text which is no longer new to the class, nobody listens to him as the classmates are already familiar with it. This point, as one can see, is closely connected with the previous one. The speaker will hold his audience when he says something new, something individual (personal). Try to supply pupils with assignments which require individual approach on their part.

3. Speech is always emotionally coloured for a speaker expresses his thoughts, his feelings; his attitude to what he says.

Rule for the teacher: Teach pupils how to use inter-national means to express their attitude, their feelings about what they say. That can be done by giving such tasks as: *reason why you like the story; prove something; give your opinion on the episode, or on the problem concerned*, etc[2].

The teacher uses drill and speech exercises for developing listening comprehension.

We can group drill exercises into exercises designed for overcoming linguistic difficulties, and exercises which can eliminate psychological difficulties.

In conclusion, when auditing a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. Speech is a process of communication by means of language. For example, (1) a pupil tells the class a story about something which once happened to him; (2) the teacher asks questions on the story read by the

pupils at home and starts a discussion; (3) pupils speak on the pictures suggested by the teacher, each tries to say what others have not mentioned; (4) pupils listen to the story and get some new information from the text; (5) they see a sound film and learn about something new from it, etc.

### ***References***

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