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ТЫҢДАУ - АҒЫЛШЫН ТІЛІНІҢ ДЕҢГЕЙІН ЖАҚСARTУ ТӘСІЛІ

Аңдатпа

Қарым-қатынас кезінде тыңдау өте маңызды. Студенттердің көпшілігі ағылшын тілін үйрену кезінде есту қабілетін жақсарту қиынға соғады, өйткені ағылшын тілі ана тілі болып саналмайтын елде ағылшын тілінде сөйлеу ортасы жоқ. Алайда тыңдауды оқытудың қиындықтары қазіргі кезде тиімді тыңдауға ықпал ететін жаңа стратегиялардың арқасында жақсы түсініліп отыр, сонымен қатар технологияның кең қол жетімділігі тіл үйренушілерге тыңдау дағдыларын жетілдіруге көмектеседі. Дегенмен, олардың тыңдау дағдыларын бағалау қазіргі кездегі тыңдауға деген көзқарастан әлдеқайда артта қалып отыр, соның салдарынан оқуды түзету немесе тыңдауға үйрету үшін жаңалық ашылуы керек. Шындығында, жаттығудың дұрыс әдісі студенттерге тыңдау дағдыларын жетілдіруге өте тиімді. Бұл мақалада студенттерге пайдалы болуы мүмкін бірнеше практикалық ұсыныстар берілген.

Түйін сөздер: тыңдау, оқу, дамыту, коммуникативті, шеберлік, түсіну, меңгеру

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LISTENING IS A WAY OF INCREASING THE LEVEL OF ENGLISH

Abstract

Listening ability is very important in communication. Most students feel hard to improve their listening ability when studying English because there is no English language environment in a non-native country. However, the challenges towards teaching listening are now better understood because of the new strategies promoting to effective listening and moreover the prevalent availability of technology supports the language learners in increasing their listening skills. Still, the evaluation of their listening skills, stay far behind the current attitudes of listening and as a consequence discovery to be made to mend the teaching or learning of listening. In fact, the right way of practice is very useful for students to improve their listening skill. In this article, some practical suggestions are brought up and they might be helpful to the students.

Key words: listening, learning, development, communicative, skill, comprehension, acquire.

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АУДИРОВАНИЕ - СПОСОБ ПОВЫШЕНИЯ УРОВНЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

Умение слушать очень важно в общении. Большинству студентов трудно улучшить свои слуховые способности при изучении английского языка, потому что англоязычная среда отсутствует в чужой стране. Однако проблемы, связанные с обучением аудированию, теперь лучше понимаются благодаря новым стратегиям, способствующим эффективному аудированию, и, кроме того, широкая доступность технологий помогает изучающим язык повышать их навыки аудирования. Тем не менее, оценка их навыков слушания сильно отстает от нынешнего отношения к слушанию и, как следствие, должно быть сделано открытие, чтобы исправить преподавание или обучение слушанию. На самом деле, правильный способ практики очень полезен для студентов, чтобы улучшить свои навыки слушания. В этой статье приводятся некоторые практические предложения, которые могут быть полезны учащимся.

Ключевые слова: аудирование, обучение, развитие, коммуникативность, навыки, понимание, овладевать.

Introduction. Listening, the very basic language skill is consequentially interconnected and tempered with the other language skills - speaking, reading and writing. It has taken many years to give the listening skill the importance it merits in foreign language learning among the teaching profession until the late nineteenth century written mode is predominant in language learning and then onwards listening began to gain its significance in language teaching. The challenges towards teaching listening are now better understood because of the new strategies promoting to effective

listening and moreover the prevalent availability of technology supports the language learners in increasing their listening skills. Still, the evaluation of their listening skills, stay far behind the current attitudes of listening and as a consequence discovery to be made to mend the teaching or learning of listening.

Listening has an important place in learning as it is one of the four essential skills in language learning. Even though the other skills such as reading, speaking and writing are important to develop language expertise, listening assists mainly for language expertise. Listening awakens knowledge of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we can understand spoken language by listening it is easier to improve the other skills and get confidence. Listening is the most significant part of communication as it is vital in supplying an actual and meaningful reply. Especially in learning a language for communicative purpose, listening plays a role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more attention in a language learning setting.

Listening comprehension is an important part of language learning. Learners want to understand native speakers and a lot of multimedia like DVDs and the Internet. Listening is a significant skill to develop in second language learning [1]; Vandergrift, [2]; Kurita, [3]. According to Roost and Kurita, a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning. Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Krashen, Terrell, Herman, and Herzog [4] and Hamada [5] acquisition happens when learners have sufficient comprehensible input.

Roost [6] stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language. According to Krashen [7] and Hamada [5], listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input. Hasan [8] and Hamada [5] expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Roost [6] expressed that the development of listening is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. Listening skills have been a great concern for language teaching theoreticians and teachers since it is regarded as one of the prior conditions of oral output in language learning process. For those who assume that second language learning is quite similar to native language acquisition, listening is a sine qua non in language learning in that listening is the primary tool of learners to create their understandings in target language and acquire the input.

Methods. The success of listening is determined by both subjective and objective factors. Let's consider some features of the presentation of the text and the conditions in which its perception takes place (the objective factor), as well as the difficulties associated with this. The main obstacle to the perception and comprehension is the lack of language environment, resulting in the sound form of a word becomes less powerful stimulus than the graphic that leads to the recognition of words known by learners. Students get used to receiving information mainly through the visual channel. The teacher allows them to use the text when discussing and retelling it and practically read the proposed supports, which are often detailed. In this case, the teacher himself slows down the development of auditory perception. Overcoming this difficulty is possible only if

the teacher will load the auditory channel of students more, teach them to perceive information by ear, and when using supports, take into account their dynamic nature.

The most effective way is when the teacher consciously leads students from favorable to unfavorable learning conditions, from the presence of verbal supports to their gradual removal. Understanding speech by ear is also objectively complicated by such features of auditory perception as uniqueness and shortness of time, which leads to a violation of the integrity of perception if certain elements of the message are not understood. When faced with a lack of understanding of speech by students, the teacher often resorts to repeating the message repeatedly, which does not contribute much to the goals of teaching listening. Repeated listening should be justified by the training task. For example, you can offer students a task to understand the General content at the first listening session, and a task to understand the details and ideas of the message at the second. Sometimes the teacher it "helps" understanding by translating your speech into your native language, which, as well as the repetition of the same phrases, does not lead to the goal, it demobilizes students who do not listen to foreign speech, waiting for the their mother-tongue version. Listening difficulties are often the result of the teacher's lack of demands on his speech in a foreign language when the text is presented in his performance. The slow pace of speech, its inexpressiveness, unclear diction, verbosity, formal target settings-all this makes it difficult to develop the ability to understand the spoken speech. The correct pace of speech messages determines, as we know, not only the speed and accuracy of their understanding, but also the effectiveness of their memorization. If you exceed the speed limit, understanding is complicated by the increased reduction of sounds, the reduction of pauses between syntagma, and the lack of time for understanding the meaning. If the pace is too slow, the perception phase is stretched, and the process of integrating the values of individual units becomes difficult. In the process of communication, the most common is the average rate of speech. 200 and 300 syllables per minute are designated as "below average" and "above average" rates. In training, it is desirable to proceed from the natural pace of speech, which will be different in different languages. Interestingly, English and American speakers of the same language use it at different rates. The English pronounce 220 syllables per minute, while the Americans only utter 150 to 170. Thus, the speech rate should be normal. In poorly prepared classes, you can give information in chunks, increasing the length of pauses between syntagma, sentences, and paragraphs to make sense of the content.

Results. Listening is a form of oral presentation of speech activity. By listening, we will get the advisable information from our partner and learn his goal. Perhaps a projection that "listening is a reflex, a little like breathing, listening rarely receives undisguised teaching attention in one's native language", so listening with understanding in a non-native language being though complex but very important. "Listening" is the meaning of the term" listening " – "understanding by hearing". The most important meaning of this name is listening, auditory perception and understanding of language units that carry out relations between people. Besides, listening as a pedagogical term refers to 'speech recognition', 'speech perception', 'speech understanding' and 'spoken language understanding'.

Listening is a very active process means that when we listen not only, we deal with what we listen or hear but also, we connect it with other information that are already close. As a consequence, by means of this active process, we create the meaning by integrating what we hear or experience with the data in our minds. Second one is about motivation. Motivation is a conclusive and important factor in learning a foreign language, in exact terms in listening skills. In fact, it is important for an English teacher to know what the type of motivation is and how to combine to create for increasing listing skills, contained, finally indicated in the learner of foreign language. Both intrinsic and extrinsic motivations can activate the learners. The extrinsic motivation in a sociable is in such a way that the learner takes advantage from and feels cater by communicating with others, while, in a diffident, the learner uses language for contemplation and personal thinking in addition to personal activities and affairs. Students with requisite motivation may become

effective language learners with eventual language capacity. And also in this research overlooked some important outlets for listening understanding in English language teaching. Listening is very important in language teaching because it provides input for the learners and without understanding input, they cannot learn anything. Listening understanding is a difficult skill that should be developed meaningfully.

The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the variation in a specific language, one must be able to listen. As we can understand spoken language by listening it is easier to improve the other skills and get confidence. Also, in this chapter we researched about the role about listening. Listening is the most significant part of language learning and in communication as it is vital in supplying an actual and meaningful reply.

Discussion. Listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others. But many students fail to seize them because of some learning difficulties in listening class. Teachers should be aware of students' learning difficulties. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. This paper focuses on how teachers enhance their positive attitude; train them to be responsive by giving the suitable strategies that will enable them to develop their listening skills. There are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1) Quality of Recorded Materials In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening

2) Cultural Differences Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance

3) Accent Munro and Derwing [11] expressed that too many accented speeches can lead to an important reduction in comprehension. According to Goh [9], 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Bonet D. [12] indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

4) Unfamiliar Vocabulary According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart [10], when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5) Length and Speed of Listening Azmi Bingol, Celik, Yidliz, and Tugrul Mart [10] stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

Conclusion. English listening competence is a complex skill that needs conscious development. It can be best developed with practice when students reflect on the process of listening without the

threat of evaluation. Guiding students through the process of listening provides them with the knowledge from which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift, [2]).

It was found that by focusing on the process of listening students acquired a useful tool to raise their English comprehensive competence. The above discussions indicate that listening comprehension is foundational in learning a foreign language. Furthermore, listening comprehension levels do influence the capacity for improvement in other language skills such as speaking, reading, writing and translating. The evidence from this study suggests sound reasons for emphasizing listening comprehension, which highlights the importance of spending much more time doing it. However, improving students' ability as English speakers is a demanding process and there are still many factors, intellectual and nonintellectual, subjective and objective, influencing language acquisition that needs to be considered and further explored.

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