

UDC 372.881.111.1

**THE USE OF INTERNET TECHNOLOGIES IN THE FORMATION OF LISTENING
SKILLS IN ENGLISH LANGUAGE TEACHING**

Karazhanova Akbota

botash_01@mail.ru

4-year bachelor's student of the Foreign Languages Theory and Practice Department,
NJSC "The L.N. Gumilyov Eurasian National University", Nur-Sultan, Kazakhstan
Scientific supervisor – G.M. Gauriyeva

Introduction

Relevance. Currently, knowledge of the English language is becoming an integral part of our lives. English is considered the language of international communication. However, the authors of the modern state educational standard give another idea of the purpose of teaching a foreign language in schools – the formation of communicative competence.

Recently, methodologists have been paying more and more attention to the issue of listening. Although a theoretical search is carried out in the study of this process, there is still little practical application of certain teaching methods.

The aim of the study is to theoretically substantiate the feasibility of using digital technologies in the process of teaching listening as a type of speech activity of secondary school students and determine the optimal conditions for using these technologies.

Research objectives:

determine the content and functions of listening in English lessons;

identify the difficulties that students face in the process of listening to original texts in English;

study of the possibilities of using digital technologies in teaching listening at school;

development of tasks and types of exercises aimed at developing listening skills.

The importance of listening in English classes

Listening is the understanding of speech perceived by hearing. In psychophysiology, listening is defined as a perceptual mental mnemonic activity. Perceptual – related to the realization of perception/perception/perception; mental-related to the main mental operations: analysis, synthesis, refinement, induction, deduction, comparison; mnemonic-because the identification and assimilation of signs of language and speech units, comparison with the standard stored in memory occurs [1].

Listening and speaking are two components of oral speech. No one can be another. However, listening as a form of speech activity can be very independent (for example, listening to lectures, reports, etc.). The ability to develop listening skills is of great complexity. This is evidenced by the results of educational work: many students of non-specialized schools do not understand well-adapted speech in the language taught. This does not meet the requirements of the program, makes it difficult for students to master other types of speech activity in a foreign language (speaking, writing, reading), and a foreign language in general.

Listening is a complex speech mental activity. It is based on a natural ability to improve as a person's personal development and allows you to understand information by hearing, remember it, select and evaluate it in accordance with interests and tasks.

The material basis of listening is audio text. Like any text, it has its own composition, structure, and semantic organization. In contrast to the written text, it is made into nationally, and the appropriate pace determines its transformation in advance, uniformity and irreversibility of perception, contact of communicants, and the orientation of communication, which is supported by para lingual means.

In high school, two types of audio texts are mainly used - text description and story text. In the practice of teaching foreign languages, texts intended for listening should be accurate, accessible in terms of content and language composition, short in terms of sound duration, and mostly monothematic.

The modern world is full of information flows, and society is called informational due to the intensive informatization of all types of human activities. The introduction of informatization in education is one of the first places in the reform of the education system. Today, it is important for a teacher to understand the role of informatization in the modern world. Today, the computerization of many industries has shown our society the necessary level of proficiency in a foreign language, the conditions for its use, for example, in telecommunications networks, where it is very important to be able to communicate in written and oral form without intermediaries. Today, the main goal of using digital technologies in schools is to prepare a new generation for a full life in the information society,

increase the accessibility and efficiency of education. Informatization of general education schools is an integral part of informatization of education.

The advantages of digital technologies in teaching at school are huge:

students perceive and remember the material well;

economical use of time;

individualization of training, determination of the depth and sequence of mastering, pace of work;

intensification of training and increasing the level of motivation [2].

All these advantages help to solve the main task of language education - the formation of students' language competence.

Using video when learning to listen

The main part of the process of being acquainted with the life of English-speaking countries is carried out through text and images. It is very important to give students an idea of the life, traditions and culture of English-speaking countries. This will help educational videos. Their use contributes to the development of motivation of students' speech activity, as well as a certain degree of individualization of learning.

Another advantage of the video is the ability to have an emotional impact on students. Use the video to develop attention and memory of the student. During viewing, an atmosphere of collective cognitive activity is created in the classroom. Even a scattered pupil will be attentive. To understand the content of the film, students must make a certain effort. Thus, involuntary attention circulates arbitrarily, and this has a positive effect on the process of memorization [3].

Video perception as a learning tool can be divided into four stages:

preparation;

video capture;

control your understanding of the main content;

development of language skills and oral communication skills.

In order to correctly complete, all the tasks, students must not only understand the general meaning of the film, but also remember certain details, and then evaluate the events, describe the main characters, and describe them using vocabulary from the speech accompaniment of the video.

Use when learning to listen to an audiobook

Evidence of the important role of the audiobook in learning to read and listen is the fact that today many reputable foreign English-speaking publishers, such as Oxford University Press, Penguin, Cambridge University Press, Express Publishing, Longman, actively publish audiobooks.

These audiobooks are illustrated in color, easy to read, with mandatory musical and/or audio, as well as role-playing text sound.

In our country, schoolteachers for reading and listening in English have used these audiobooks. For this purpose, adapted works of art are usually used. They vary in difficulty levels from beginner to advanced. In addition, the use of these audiobooks is enhanced by exercises, control tasks, tests, and a glossary [4].

It should be noted that tasks and exercises based on the artistic text are inexhaustible, because the SP itself is unique. The variety of types and methods of working with fiction texts, in particular audiobooks is endless. The perception of an artistic text should be taught not only in literature lessons, but also in foreign language lessons, and this should be done systematically at school. Learning to perceive text means preparing an active, attentive, thoughtful listener for the reader.

Computer technology and the internet in English lessons

The purpose of using the internet to form speech competence is to interest students, encourage them to study abroad, and expand their knowledge and experience. Students should be prepared for real communication outside of school, for example, during correspondence, during a trip to the language being taught, when communicating with friends from another country [5].

Communicative language learning via the internet helps students master the methodology of working on the Internet and participate in real communication outside the walls of the school cabinet. It is necessary to develop the ability to resolve a situation in which the available language resources may not be sufficient.

Conclusion

The use of digital technologies in the educational process allows us to provide the majority of students:

access to the software level of listening skills and abilities;

formation and development of internal and external motivation of training;

It can be said that the use of new information technologies in teaching does not exclude traditional technologies, but it is new information technologies that are the main means of accessing various sources of information, which is one of the most important aspects of the modern educational process.

Literature

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