

The article also examines the names formed by the syntactic method used in the works of G. Tabrizi. Complex words (names) are grouped here, formed by a combination of words with different meanings, repetition of the same words, combinations of words with similar meanings, formed as a result of the formation of antonyms. In addition, in G. Tabrizi's poems, complex names are also interpreted, formed by a combination of words with different meanings, the components of which consist of acquired ones. The article provides a number of examples of complex names.

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DEVELOPMENT OF LISTENING SKILLS IN TEACHING ENGLISH

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Annotation: *In today's world, teaching students to be effective, active listeners is a vital task. In an environment of quick click, constant scrolling, pithy sound bites, the ability to be fully present to the people speaking around us is a significant skill to develop. But that is just it: it is a skill to be mastered and constantly worked on; it requires plenty of practice to fully develop the effective habits of a good listener. As teachers, we need to provide students with opportunities to discuss, exchange ideas, and listen meaningfully; we also need to give them the tools to do so effectively.*

There are countless reasons why learning to become a good listener is important: not just in terms of developing critical thinking abilities, but also learning to be an empathetic human being. Some such reasons include (but are not limited to) the following:

- *When we listen effectively, we open ourselves up to opportunities for learning and **personal growth**.*
- *As good listeners, we improve our ability to **think critically**, by being able to fully engage in a more informed way.*
- *Displaying the attributes of a good listener makes space for others to be able to express themselves openly, helping to **build relationships** and exchange ideas.*
- *True listening helps **avoid misunderstandings**, and limits the potential for just talking past one another.*
- *When really listening to the thoughts and ideas of others, we can **develop empathy** and compassion.*

Key words: listening, listening skills, listening materials,

Açar sözlər: dinləmə, dinləmə bacarıqları, dinləmə materialları

Ключевые слова: прослушивание, навыки прослушивания, материалы для прослушивания.

(Almost) every lesson should provide students with ample opportunities to exercise their listening skills. Whether it is through listening to instructions and lectures, paired conversations, class discussions, or media experiences: students should be encouraged to actively listen to others, over and over again. Yet, more importantly, they should be regularly reminded, when doing so, that they need to be exercising the skills of a good listener, and they should be reflecting on their own skill development in this area.

Model Good Listening Skills

This one cannot be emphasized enough: students are highly observant of the behaviors we exhibit in the classroom. We cannot expect them to be effective listeners if they see us not valuing the skill. While it can be difficult to be fully present to what a student is saying when we have a million and one thoughts rushing around our brain during a lesson, we *need* to make sure that when a student is expressing thoughts and ideas, we - as the teacher - are engaging fully with eye contact, giving visual cues to listening, echoing back what has been said, validating contributions, etc. The more we do this, the more opportunities we give students to learn from our demonstrations.

By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

In this article I intend to outline a framework that can be used to design a listening lesson that will develop your students' listening skills and look at some of the issues involved.

- The basic framework
- Pre-listening
- While listening
- Post-listening
- Applying the framework to a song

The basic framework

The basic framework on which you can construct a listening lesson can be divided into three main stages.

- Pre-listening, during which we help our students prepare to listen.
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.
- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualisation, and preparation.

- ***Motivation***

It is enormously important that before listening students are motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

- ***Contextualisation***

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectations to help them understand the text.

- ***Preparation***

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

While listening

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their

listening skills they will need to listen a number of times - three or four usually works quite well - as I've found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking.

- Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure.

- The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

- The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text.

- Listening to a foreign language is a very intensive and demanding activity and for this reason I think it's very important that students should have 'breathing' or 'thinking' space between listening. I usually get my students to compare their answers between listening as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

Post-listening

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

- **Reaction to the text**

Of these two I find that tasks that focus students reaction to the content are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

- **Analysis of language**

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

Applying the framework to a song

Here is an example of how you could use this framework to exploit a song:

- **Pre-listening**

- ✓ Students brainstorm kinds of songs
- ✓ Students describe one of their favourite songs and what they like about it
- ✓ Students predict some word or expressions that might be in a love song

- **While listening**

- ✓ Students listen and decide if the song is happy or sad
- ✓ Students listen again and order the lines or verses of the song
- ✓ Students listen again to check their answers or read a summary of the song with errors in and correct them.

- **Post-listening**

- ✓ Focus on content
- Discuss what they liked / didn't like about the song

- Decide whether they would buy it / who they would buy it for
- Write a review of the song for a newspaper or website
- Write another verse for the song
- ✓ Focus on form
- Students look at the lyrics from the song and identify the verb forms
- Students find new words in the song and find out what they mean
- Students make notes of common collocations within the song

Ernest Hemmingway said: **“When people talk, listen completely. Most people never listen.”** Let’s take his advice and teach our students to listen *completely*.

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İNGİLİS DİLİNİN TƏDRİSİNDƏ DİNLƏMƏ BACARIQLARININ İNKİŞAF ETDİRİLMƏSİ

Məmmədzadə Natəvan Yusif qızı, Cəlilova Türkan Müzadil qızı
Xülasə

Dinləmə dil öyrənənlər üçün çox vacib bir bacarıqdır, çünki dinləyərək öyrənənlər dinləmədən qazandıqları söz ehtiyatından istifadə edərək danışmaq və yazma kimi bacarıqlarını inkişaf etdirə bilərlər.

Məqalədə tələbələrin dinləmə bacarıqlarını inkişaf etdirmək üçün istifadə oluna biləcək məlumatlar öz əksini tapmışdır. Bu tələbələrdə (şagirdlərdə) dinləmə bacarıqlarını inkişaf etdirmək üçün müəllimlərin istifadəsi edə biləcəyi məlumatların yalnız bir hissəsidir.

РАЗВИТИЕ НАВЫКОВ АУДИРОВАНИЯ (СЛУШАНИЯ) ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Резюме

Слушание - очень важный навык в языковом обучении, потому что, слушая, учащиеся могут выработать такой язык, как говорение и письмо, с помощью словарного запаса, который они получают от прослушивания.

В статье содержится информация, которая может быть использована для развития у студентов навыков слушания. Это лишь часть информации, которую учителя могут использовать для развития навыков слушания у учащихся.

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