

Good Listening is as important as Good Speaking

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Abstract: In the history of human civilization and the formation of society, along with many fields, the field of learning foreign languages has been one of the most important fields. It is known that language is a means of communication and it can be learned practically in different environments. The main aim of the article is to study the problem of developing listening comprehension skills for low level students. Many discussions show that learning and teaching a foreign language has its own specific aspects. This requires the use of appropriate foreign language teaching methodology and technology.

Keywords: The field of learning foreign languages, development of language skills, comprehension skill, ways of listening, means of communication, specific aspects.

Good listening is as important as good speaking. It is a skill that you can practice and learn. When you really listen, you pay close attention and think about what you hear. Different occasions call for different ways of listening. When a person listens to a teacher explaining a complicated assignment, he is listening for information. For example, it is possible to learn in a natural environment, that is, in the family, among the public, or in an organized way, that is, with the help of various classes. The importance of international relations in the life of our rapidly developing society is increasing day by day. This, in turn, requires knowing and learning many foreign languages.

Performing various exercises in the process of learning a foreign language also causes the formation and development of language skills in the learner. Language skills are divided into 4 parts. They are 1. Writing skills 2. Reading comprehension skills 3. Listening comprehension skills 4. Speaking skills. As we said, various exercises will help us in forming them. Among the skills, the skill that automatically assimilates a foreign language is the listening comprehension skill. English occupies an important place in the world today. It seems obvious that it is impossible to teach all the knowledge, skills, methods, techniques, which are of potential use to teachers. It seems advisable to teach the teachers and caregivers in such a way as to strengthen their dispositions go on learning, to be resourceful and to be inventive. Teaching language is hard work. One must make an effort to understand, to repeat accurately to manipulate newly understood language and use the whole, range of known language in conversation or written composition. The effort is required at every moment and must be maintained over a long period .

For this purpose, the main tasks are: 1) to describe types of oral comprehension and listening skills; 2) to characterize different means of developing listening skills and oral texts in particular; 3) to give examples of various types of activities for developing listening comprehension skills.

When a person listens to a commercial for a new product and tries to decide whether he should buy it, he is practicing critical listening. When a person listens to a friend describing a funny incident, he is engaged in conversational listening. Sometimes we can combine these ways of listening. Each kind of listening requires a particular approach on our part. Whenever we listen, our purpose is to understand the assignment, to judge the new product, or to enjoy and respond to a friend’s story. Listening for information, critical listening, and conversational listening all

require us to be an active listener. We need to put an effort into our listening and to think what we hear about.

Passive listeners, in contrast, do not work at listening. They let their minds wander and do not hear all that is said. They do not make an effort to understand and weigh the information. As an active listener, we are more likely than a passive listener to be able to tell the difference between fact and fiction.

We can distinguish between reliable and unreliable information and between information that sticks to the point and information that wanders [2]. Getting ready to listen. A good listener starts with a positive attitude. Before he begins to listen to a speaker, it is important to have comfortable surroundings. The person should be settled and free to concentrate. In a conversation with a friend, the person should look at the person who is speaking, and avoid being distracted by activities taking place around.

In listening to a more formal presentation, such as a speech, the following strategies will help to improve the setting for listening: to be ready on time; to have enough time to prepare and settle down before the presentation begins; to have materials ready ahead of time; to have pencil and paper ready; to sit in a comfortable but alert position and to watch the speaker, not the people around; listen politely, quietly, avoiding distracting habits; to concentrate on what is being said, and put aside other thoughts. It is well known that different types of messages are listened to in different manners, using different techniques. Some statements that are made in a speech are more important than others are. We cannot expect to remember every bit of information that the students hear in a speech. Knowing the method by which the speech is organized can also help you in listening for key points. Taking notes helps the students remember what they heard. When they take notes, they have to pay close attention to the speaker and not let their mind wander or to be distracted, the students have to think about what they are hearing, at the start of a speech the students have to listen to the instructions or read the task to understand the aim. Teaching learning materials should be more in quantity and variation. Audiovisual electronic gadgets, computers, internet should be among them. Students should be motivated. Different ways of teaching may attract them as it gives them a taste of variety. Without the skill of listening, there can be no language learning and sense no communication – surely the most important interaction human beings are involved in.

Let's consider each type of listening. A good speech is like a well marked road. The speaker uses certain kinds of words and phrases to guide and to let know what is ahead. A good listener remains alert and watches for signs and signals. To understand better what you are hearing is possible when you know the speaker's purpose and how the speech is organized, to recognize the main ideas in the speech, how they relate to one another, and what facts or details support them. There are different kinds of listening, they are: listening for the speaker's purpose, listening for the method of organization, listening for signals and transitions, listening for main ideas, listening for supporting details and taking notes. In the listening for the speaker's purpose, the student should also listen to the statements that tell you how the speech is organized. Some speeches are organized in chronological order, or time order. They start with events that happened long and proceed to events that happened recently. Sometimes a speech may start in the present and move in reverse order to events in the past. Some speeches present problems and then offer solutions to them.

Success in teaching foreign language and in learning this subject depends greatly on the interrelation of aims, content and principles which determine the strategy of this bilateral process. Indeed, aims settle the content of teaching; methodological principles decide the methods and techniques of the teaching-learning process. Teaching may be defined as the stimulating of learning. Learning is an active process carried out through doing, reacting, and undergoing. The outcome of learning, in our case, language learning, is verbal means fixed in the learner's memory, habits and skills in using the target language for communication, intellectual and cultural growth of the learner.

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