EFFICIENCY USE OF AUDITING IN TEACHING A LANGUAGE

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Abstract:

This paper reveals the main possible directions, the general idea of organizing auditing training at different stages of learning a foreign language. It analyzes auditing as a leading method of teaching students a foreign language in domestic and foreign methods. The main objectives oftheresearchare:

-to investigate the process of auditing from the point of view of psychology;

-todetermine the importance of the teacher's speech in teaching auditing;

- tostudy the learning process of auditing at different stages;

- tohighlight the main difficulties in understanding a foreign language by ear; identify ways to overcome difficulties;

- toconsider the trend of using auditing in teaching a foreign language at school;

- toconsider auditing as a means of teaching monologue speech; suggest exercises and teaching techniques for auditing. Theworkconsistsof theoretical and practical parts. In the theoretical part, we determine the possibilities of schoolchildren in the field of learning a foreign language, reveal the main goals, objectives and methods of teaching auditing students. In the practical part of this work, exemplary exercises in teaching children auditing at different stages are given.

If, in the process of teaching auditing at primary, secondary and senior levels of secondary general education school, we apply our proposed practical teaching aids auditing, they will contribute to:

- increasing the mental activity of students and the acquisition of logical thinking skills on problems related to real life, expanding the sphere of foreign language communication;
- development of individual characteristics of students, their independence, improvement of the primary and secondary linguistic personality;
- a more effective solution to the problems of education, development and upbringing of the student's personality.

Introduction:

Socio - political and economic transformations in all spheres of our society have led to significant changes in the field of education. Inparticular, thestatus of a foreign language as a school subject has changed. The expansion of international relations, the entry of our state into the world community made a foreign language really in demand by the state, society and individual. A foreign language has become fully understood as a means of communication, a means of understanding and interaction of people, a means of familiarizing with a different national culture and as an important means for the development of the intellectual abilities of schoolchildren, their general educational potential. The goal of teaching a foreign language in basic school is the ability of students to communicate directly with native speakers of the target language in the most common situations of everyday communication.

And, as you know, communication is not only speaking in a foreign language, but also the perception of the interlocutor's speech by ear. Thatis, speakingand auditing are the main types of speech activities in communicating with native speakers of a foreign language. In addition, most of the inhabitants of our country now have the opportunity to travel all over the world, and in situations of "announcements at airports, train stations" auditing becomes even more important than speaking. It is also important that a slight misunderstanding of what the interlocutor said can disrupt the entire communication process. Based on the foregoing, we believe that the topic of this research "Specificity of teaching auditing at different stages of teaching foreign languages" is relevant at the present time and has not been sufficiently studied.

And underestimation of auditing can have an extremely negative effect on the language training of schoolchildren. Butthestudyof this type of speech activity in the methodology is not deep enough, and the term "auditing" is used in the methodological literature relatively recently. It is contrasted with the term "listening". If "listening" means the acoustic perception of a scale, then the concept of auditing includes the process of perception and understanding of sounding speech. It is also known that auditing is a very difficult type of speech activity. And the fact that modern school graduates practically do not have this skill is not a secret at all. Auditing should be important right from the start. Mastering auditing makes it possible to realize educational, educational and developmental goals. It allows you to teach students to listen attentively to the sounding speech, to form the ability to anticipate the semantic content of the utterance and, thus, to foster a culture of listening not only in a foreign language, but also in their native language.

The educational value of the formation of the ability to understand speech by ear, which at the same time has a developmental effect on the child, lies in the fact that it has a positive effect on the development of the child's memory, and above all, auditory memory, which is so important not only for learning a foreign language, but also any other subject.Auditingalsocontributesto the achievement of the educational goal, providing children with the opportunity to understand statements, no matter how elementary they are in the language of another people, in this case in English, one of the most common languages intheworld.

Auditing is also a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. In general, auditing as an action that is part of oral communication is used in any oral communication that is subordinate to production, social or personal needs. Also auditing as a feedback from each speaker while speaking, allows you to exercise self-control

over speech and know how correctly speech intentions are realized in a sound form. And of course, auditing can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activities. In such a role, it acts, for example, when watching a movie, TV program, listening to a radio program, etc.

The relevance of using authentic materials in auditing training lies in their functionality. Byfunctionality, wemean their orientation towards real use, since they create the illusion of familiarity with the natural language environment, which, according to many leading experts in the field of methodology, is the main factor in the successful mastery of a foreign language.

Despite this, the use of authentic materials in practice is very limited. Therearetworeasons for this. First, there is a significant discrepancy between the modern goals of teaching a foreign language and most of those educational and methodological complexes that schools have (their insufficient saturation with authentic materials). Secondly, the almost complete absence of developed teaching methods and their theoretical basis. The senior stage of training is due to the fact that students already have a sufficient stock of knowledge on the main language aspects and the use of authentic materials is more expedient, since a foreign language at this stage is used to a greater extent as a means of obtaining and deepening knowledge in various fields of science, culture and technology.

The term "auditing" was introduced into the literature by the American psychologist Brown. Thistermwasintroduced by Z.A. Kochkina in the article "What is auditing?" in the 60s. 20th century Before that, the term "listening comprehension" was used. BydefinitionRogova G.V. and Vereshchagina I.N. "auditing" is the understanding of speech perceived by ear. It is a perceptual mental mnemonic activity. Perceptual - because perception, reception, perception is carried out; mental - because its implementation is associated with the main mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization, etc.; mnemonic - because there is a selection and assimilation of informative features, the formation of an image, recognition, identification as a result of comparison with the standard stored in memory [7].

Galskova N.D. and Gez N.I. characterized "auditing" as a complex receptive mental-mnemonic activity associated with perception, understanding and active processing of information contained in an oral speech communication [4].

Zimnyaya I.A. identified the following characteristics of auditing as a type of speech activity:
- auditing implements oral and direct communication;
- it is a reactive and receptive type of speech activity in the process of communication;
- the main form of auditing is internal, uneven.

Auditing, along with speaking, provides the ability to communicate in a foreign language. Sinceverbalcommunicationis a two-way process, underestimation of auditing, that is, the perception and understanding of speech by ear, can have an extremely negative effect on the language training of schoolchildren.

Since often it is the lack of formation of auditory skills that is the cause of communication disorders. Students' statementsthatthey sometimes do not understand the questions addressed to them are confirmed by the fact that understanding of speech in a foreign language must be taught specifically. Auditing skills are developed only in the process of listening to speech. At the same time, there is a need to understand speech of different tempo, different intonation design and different levels of correctness. Any, even the most minimal, level of mastering auditing in a foreign language presupposes the formation of a number of operations that are fundamental for this type of speech activity:
1) recognition of the sound stream;
2) perception of the value of the audited units;
3) identification of significant information in the audited text. [5]

Depending on the specific educational tasks and on the basis of the completeness of understanding the information, two types of auditing are distinguished: - auditing with full understanding; - auditing with understanding of the main content of the text [2].

Despite the fact that the auditing process can proceed without external manifestations, it is an active process that requires a lot of intellectual effort. Duringauditing, thelistener performs complex perceptual-mnemonic activity and mental operations of analysis, synthesis, deduction, induction, comparison, opposition, abstraction, concretization, etc.

In modern methods, auditing can act as both a goal and a teaching tool. In real school practice, these two functions are naturally closely intertwined. Auditing as a teaching tool provides students with familiarity with new language and speech material, acts as a means of developing skills and abilities in all other types of speech activity, helps to maintain the achieved level of speech proficiency, and forms the actual auditory skills. As the goal of learning, auditing is understood when students receive any information by means of auditing. It can be text, film, etc. The success of auditing is determined by both objective and subjective factors. Objective factors are made up of the characteristics of the presented text and the conditions in which it is perceived.

Subjective factors are determined by the characteristics of the listener's psyche and the level of his training. Whenselectingtextfor auditing, its linguistic features, content characteristics and compositional features are taken into account. When assessing the mental characteristics of a student, first of all, his speech hearing, attention and memory, the ability to guess speech and probabilistic forecasting, the level of development of internal speech and motivation are taken into account. As you know, speech is the main component of thinking. Based on this, we can conclude that reading, or rather correct reading, is impossible without mastering auditing, since during reading, both aloud and "to himself", a person uses speech, and in the latter case - internal speech, it allows him control yourself and the correctness of your statements. Based on this, we can conclude that without mastering speech in all its forms, it is impossible to learn how to read correctly, and auditing is an excellent way to train pronunciation. The situation is similar with writing, where, along with memory, a person's inner speech also works, and, without realizing himself, the person pronounces what he writes. As for speaking, as already mentioned above, it is not possible without the ability to listen and understand the speech of the interlocutor, and since the main forms of communication in a foreign language lesson are dialogue and monologue, learning auditing is very important for the free communication of students. Thus, we see that auditing as a type of speech activity plays a large role both at the initial, and at the middle and senior stages and serves as an effective means of teachingEnglishatschool.

Materials and methods:

At the present stage of development of education, auditing is developed in detail by both foreign and domestic authors: I.L. Beam, I. A. Zimney, T. E. Sakharova, O. M. Moiseeva, E. S. Polath, L. Fried-Booth et al.

Results and discussion:

An important condition in the formation of auditing is motivation. If the listener feels the need to listen, this leads to the maximum mobilization of his mental potential: speech hearing and even the sensitivity of the sensory organs are sharpened, attention becomes more focused, and the intensity of thought processes increases. To create motivation and the need for listening as learning new things about the language and the world, as an active participation in communication, the correct choice of audio texts is important. Overly difficult texts can frustrate students and deprive them of their faith in success. Too lightweight audio texts are also undesirable. The absence of a moment to overcome difficulties makes the work uninteresting and unattractive, not to mention the fact that it cannot be a developing factor in the process of

learning a foreign language. Of course, the correct choice of the audio text topic is important from the point of view of the interests of schoolchildren of a particular age group.

High school students, as studies by Estonian methodologists have shown [7], are interested in texts related to politics, technology, detective stories. Withgreatinterestthey listen to audio texts about love and friendship, about the life of the peoples of other countries. Graduate students show interest in vocational-related texts. Recently, in the methodology, they say that when teaching a foreign language, it is important to rely on the regional aspect. If the texts for auditing include information about the country of the target language, about the life and customs of its people, about holidays and traditions, then they develop the horizons of students, foster a feeling of sympathy for other peoples. One of the most effective means of creating motivation for learning a foreign language are texts on youth problems. These problems have always existed and have always occupied young people, including older students. However, only recently they began to talk about them at the top of their voice, interesting radio and television programs, publications in the youth press are devoted to them. There is a wider opportunity to discuss these problems with foreign peers in a foreign language, using the international Internet.

If a teacher includes in the lesson audio texts related to the problems of youth leisure, modern music, informal associations, with the problems of civic engagement and independence of youth in modern life, he can be sure that such audio texts will not only be met with great interest by students, but will also entail followed by a lively discussion. Itseemscorrectnot to eliminate, but to gradually and consistently overcome difficulties in the learning process. As psychologists point out, the most effective is such training, which is carried out under conditions of high tension of the individual's psyche, mobilization of his will and attention, and the precise functioning of all mechanisms. Students need to explain the importance of attentive, focused listening to what is being said in a foreign language, correlating what they hear with a specific situation, with visual perception of this situation. This includes subject visualization, teacher gestures, facial expressions, etc., i.e. everything that is characteristic of comprehension in communication.

Listening is the key to success in learning a foreign language. It is achieved with the help of special settings of the teacher, designed to form, educate students' self-discipline, for example, the ability to listen with concentration to a teacher, comrade, announcer; try to keep the perceived speech in memory; understand the perceived sound circuit based on the listening situation, etc. As mentioned earlier, the success of auditing at different stages of learning is determined by both subjective and objective factors. Let us consider some of the features of the presentation of the text and the conditions in which it is perceived (an objective factor), as well as the associated difficulties.

The main obstacle to listening to speech, according to M.V. Lyakhovitsky, is the lack of a language environment, as a result of which the sound form of a word becomes a less strong irritant than the graphic one, which leads to not recognizing words known to students. Studentsgetusedto perceive 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 expanded in nature. In this case, the teacher himself inhibits the development of auditory perception. Overcoming this difficulty is possible only if the teacher will load the students' auditory canal more, teach them to perceive information by ear, and take into account their dynamic nature when using supports. The most effective way is when the teacher deliberately leads students from favorable learning conditions to unfavorable ones, from the presence of verbal supports to their gradual removal. [6]

Understanding of speech by ear is also objectively hampered by such features of auditory perception as uniqueness and short duration, which leads to a violation of the integrity of perception if certain elements of the message are misunderstood. Whenfacedwithstudents' misunderstanding of speech, the teacher often resorts to multiple repetitions of the message, which does little to help the learning goals of auditing. Re-listening should be justified by the learning task.

So, you can offer students the task for understanding the general content at the first listening, and the task for understanding the details and ideas of the message - at the second. Sometimestheteacher "helps" the understanding by translating his speech into his native language, which, like the repetition of the same phrases, does not lead to the goal, this demobilizes students who do not listen to foreign speech and wait for the Uzbek version. Auditing difficulties are often the result of the teacher's lack of exactingness in his speech in a foreign language when the text is presented in his performance. The slowed down tempo of speech, its inexpressiveness, indistinct diction, verbosity, formal targeting - all this complicates the development of the ability to understand the sounding speech. The correct tempo of speech messages determines, as you know, not only the speed and accuracy of their understanding, but also the efficiency of their memorization. There is, as N.I. Gez,the maximum speed of presentation of speech messages, the excess or underestimation of which leads to a sharp drop in activity and a noticeable decrease in the level of understanding, fatigue, and a decrease in emotional tone. In case of exceeding the speed, understanding is hampered by the increased reduction of sounds, the reduction of pauses between syntagmas, the lack of time for realizing the meaning. If the pace is too slow, the phase of perception is stretched, the process of integrating the meanings of individual units becomes more 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 teaching, it is desirable to proceed from the natural tempo of speech, which will be different for different languages. Interestingly, English and American speakers of the same language use it at different rates. The British pronounce 220 syllables per minute, while the Americans pronounce only 150-170. [4]

Thus, therateof speech should be normal. In poorly prepared classes, information can be given in portions, increasing the duration of pauses between syntagmas, sentences, paragraphs to comprehend the content. It is essential that the intonation pattern of speech, its prosodic characteristics remain natural. You can also recommend increasing the time to relieve difficulties before perceiving the text.

Understanding of the text is influenced by its semantic organization. The story should be structured so that the main idea is easily distinguished, and the details are adjacent to it. Moreover, if the main idea is expressed at the beginning of the message, it is understood 100%, at the end of the message - by 70%, in the middle - by 40%. A number of difficulties are associated with the lack of clearly organized control in listening. If the control is not regular, then one cannot count on its effectiveness. It is very important that the supervision covers all students. For a more rational organization of auditing control, it is proposed to take into account the different complexity of control methods, start with simpler methods that require a minimum of productive forms of speech in a foreign language, for example, answers to general questions, and gradually move on to more complex ones ("describe", "explain why" and etc.). When using techniques related to the speech activity of schoolchildren, it is necessary to take into account their language training. No matter how many times the message is presented, the forms of control must correlate with understanding of varying degrees of depth: from explaining superficial facts to deep ones.

The analysis of the phenomena that impede the perception of speech by ear allows you to correctly select and graduate the material used to teach listening comprehension, and serves as the basis for the development of a system of exercises aimed at teaching students to overcome the difficulties considered. Themainconclusionsthat can be drawn on the basis of this analysis are that when teaching auditing, it is necessary from a certain moment to put the student in such conditions in which he will have to face these difficulties. Each time, it is necessary that the material for auditing contains some feasible difficulty that the student was able to cope with independently. Thus, the presence of significant and varied auditing difficulties is an indisputable fact. Obviously, for successful learning auditing, a methodological system is needed that takes into account these difficulties and ensures their overcoming. Relief of difficulties makes it easier to master auditing and produces quick and tangible results. However, such

artificial lightweight auditing does not prepare for the perception of natural speech, since all the eliminated difficulties are present in it, and the student is not preparedtoovercomethem.

Learning auditing is one of the main areas of work of a teacher at school. Sinceauditing, alongwith speaking, provides the ability to communicate in a foreign language. However, this direction causes the greatest difficulties in teaching, both on the part of the teacher and on the part of the students. Therefore, the teacher should not only know what auditing is, but study and then constantly take into account in his work the subjective and objective factors of the success of auditing; difficulties associated with this process and ways to overcome them; methods and techniques of work in conditions of contact and distant auditing, as well as auditing control.

A very important factor in teaching auditing is maintaining the constant interest of students, that is, their constant motivation, where the main factors are: the correct selection of the text (the level of difficulty and interesting content), the creation of a communication situation before the perception of the text, and various tasks involving control of what was heard and exit in another kind of activity after the perception of the text.

Currently, there is a tendency to use auditing at the initial stage of school education, and this is what limits the work of teachers in teaching auditing. Basically, forlisteningto younger students are offered songs, tongue twisters and rhymes. Of course, one cannot deny the general educational value of such material, since thanks to it the children get some idea of the culture of another people. But, at the same time, one cannot be limited only to the entertaining side of this material. Most teachers only use it for warm-ups in class.

Without denying the usefulness of such an approach to auditory material, in our opinion, it seems unreasonable to limit ourselves only to the auxiliary secondary role of auditing. Moreover, teachers at the middle stage, following the aforementioned generally accepted tendency, generally do not consider it necessary to devote a certain amount of time and attention to auditing training, believing that the children will independently master this type of speech activity. This point of view is deeply erroneous, since, based on numerous studies and experiments, it is possible, without any doubt, to assert that without the purposeful and systematic work of the teacher aimed at mastering students' auditing, it is simply not possible to teach him. This statement can be proved by resorting to examples taken from thepracticeofscientists.

They noted that students hardly understand the speech addressed to them in a foreign language, even with repeated repetition, it becomes necessary to translate into their native language. Justifiedinpartby the similar inability of his pupils to understand a foreign language, the teacher completely excluded from his practice auditing both as a goal and as a means of teaching, as a result, they are taught only in their native language, which contradicts the modern principles of teaching a foreign language at school. Scientists observed this state of affairs in several general education schools. Thus, we can conclude that, along with many other reasons, neglect of auditing leads to a violation of all the principles of the communicative orientation of education. There is no speech-thinking activity of students, there is no situationality and functionality of the tasks performed, students are constantly waiting for translation into their native language and perform exercises that do not require any mental activity based on automated skills and abilities, such as: translation of texts with a dictionary, retelling, rewriting from a textbook , translation and the like. Based on the foregoing, auditing must be introduced into teaching practice as a type of speech activity in full in order to efficiently and intensify the process of teaching a foreign language, observing the principles of thecommunicativeteachingmethod.

Since auditing is a very difficult type of speech activity, it is still difficult for students to perceive foreign speech by ear, despite the fact that most of the words they hear are familiar to them from learning to read. Thatiswhy a special system of exercises is needed to teach students auditing. The system of exercises for learning auditing should provide [2]:

a) compliance of the exercises with the psychological and linguistic difficulties of the audible messages;

b) the ability to interact auditing with other types of speech activity, and primarily auditing and speaking as two forms of oral communication;

c) managing the process of forming skills and abilities auditing;

d) successful implementation of the ultimate practical goal and intermediate learning objectives;

e) a gradual increase in difficulties, which will ensure the feasibility of performing the exercises at different stages of training. Thesystemofexercisesis understood as the organization of interrelated actions, arranged in the order of increasing language and operational difficulties, taking into account the sequence of the formation of speech skills in various types of speech activity. The constituent components of the system of exercises are, as you know, groups (exercises for removing linguistic difficulties in auditing, exercises for eliminating psychological difficulties in auditing), and types of exercises and their location, corresponding to the sequence of formation of skills and abilities, the number of exercises, the form and place of their implementation. Ofthesecomponents, only the reasoned sequence of the arrangement of the exercises remains constant, other components will change depending on the nature of the audio texts, the language training of students, the complexity of communication tasks and other factors. For example, when listening to a light text, there is no need for elementary operations, to which we include imitation, distinguishing between phoneme oppositions or similar intonation patterns, identifying synonyms, splitting the text into smaller semantic pieces, etc. A well-prepared student, as you know, does not need exercises that develop the perceptual-sensory base, since he possesses technical listening skills, including phonemic and intonational hearing, instant receptive combination of words and sentences, predictive skills, etc. [2].

The technique distinguishes between two subsystems: -preparatory / training; -verbal / communicative. The subsystem of preparatory / training exercises is an extremely important link in the general system of exercises, although this is not yet a speech activity, but the creation of a basis and meansforitsimplementation.

The purpose of the preparatory exercises is to preliminarily (before listening to the text) remove the difficulties of a linguistic or psychological nature, develop the skills of logical-semantic processing of lower-level signs- from words to microtexts, which will allow the auditor to focus on the perception of the content.

Preparatoryexerciseshelpdevelop:

- predictive skills;
 - the volume of short-term and verbal-logical memory;
-mechanism of equivalent replacements;
- speech hearing;
- the ability to curtail (reduce) inner speech, etc.

In general, the following requirements can be imposed on this subsystem of exercises:

1) a combination of elementary operations with complex mental actions that develop the creative abilities of students and allow them, already at this stage, to combine mnemonic activity with logical-semantic activity;

2) strict control of the process of preparation for auditing by creating supports and reference points of perception, partial removal of "unprogrammed" difficulties, duplication of presentation, etc.;

3) the gradual increase in language difficulties;

4) concentration of attention on one difficulty or on a group of similar difficulties;

5) combination of known and unknown material in exercises;

6) focus on form and content. Theperceptionofcoherent oral speech is accompanied by complex mental activity and proceeds under special conditions determined by a number of acoustic factors. Hence the need arises for exercises that direct attention to comprehending the content of perceived speech and to overcome difficulties associated with perception. These exercises are called speech exercises. The subsystem of speech / communication exercises contributes to the development of skills to perceive speech messages in conditions approaching

natural speech communication (contact and distant), without support, prompts and preliminary acquaintance with the situation and topic. Speech exercises are recommended to be performed on listened to texts that have significant potential in terms of solving communicative and cognitive tasks. When they are perceived, the linguistic form must be realized at the level of involuntary perception, if we are talking about the most perfect, the so-called critical level of understanding.

Speech exercises teach:

- Eliminate problems in understanding by predicting at the text level;
- Relate the content to the communication situation;
-Divide the audio text into semantic parts and determine the main idea in each of them;
- Determine the most informative parts of the message;
- To adapt to the individual characteristics of the speaker and to different speed of presentation (at a pace from below average to above average pace);
- To keep in memory the actual material of the audio text (digital data, chronological dates, proper names, geographical names, etc.).

In everyday speech communication, auditory perception is aimed at the meaning of a speech message, and the form and content form a complete unity, in the conditions of educational communication, it can be directed either to the content or to the form. Studiescarriedoutin school and university audiences have shown that when attention is directed to the language form (setting to perform search operations, differentiation, grouping, etc.), the simultaneous understanding of the content becomes more difficult. It was mentioned above that when performing preparatory exercises based on any material, including isolated words, students' mnemonic activity is combined with logical-semantic activity. In this regard, we can mention such a type of preparatory exercises, as the grouping of the material (words, phrases) perceived by ear according to some criterion. This exercise requires orientation in the material, the ability to differentiate it, having a set of different features, to highlight the common in memorized symbols, etc. Psychologists have repeatedly noted in their works that the ability to correctly group what has been heard or read indicates an understanding of internal logical relations [2].

A person who speaks a foreign language at the level of its speakers can purposefully correlate the content with the linguistic form and communication situation, which allows separating objective information from subjective information. Dependingonthelanguage preparation of the class and the complexity of the audio text, the attention of students can be specially switched from content to language form (with the help of instructions, a special kind of formal support, etc.) and vice versa, although it is known that at the initial and partially middle stages this method of control auditing is not always justified. It is known that too fast switching of attention from linguistic form to content worsens forecasting, leads to an approximate understanding based on guessing facts.

The effectiveness of the exercise for partial guided learning auditing depends on the repetition of certain techniques, which is extremely important for the initial stage, the involvement of other analyzers along with the auditory, especially visual, sustained attention and the presence of creative, predictive mental activity. As a result of performing the exercises of this group, there is a certain "getting used to" the conditions of presentation of texts, tuning to a given listening mode, and stable performance. As for visual supports, their use should be considered not only as an element of control, but also as a means of individualization of learning [2].

Speech exercises:

- listen to texts, different in content, at a normal pace with reliance on clarity, and then in a sound recording without reliance on clarity and answer questions;
-listen to the beginning of the story, u try to guess what happened next;
-listen to two stories u tell me what is common and different in them;
-listen to the text u choose a title for it;
-listen to the text u determine its type (message, description, narration, reasoning).
- listen to the dialogue and briefly convey its content;
-listen to a few fragments of the text; make a plan for the statement.

These exercises provide an opportunity to test the depth of meaning of the content, i.e. the degree of penetration into the subtext, into the pragmatic aspect of the statement. Exercisesareconnectedwith the attraction of new facts and information, are characterized by a critical orientation and an attitude towards selective memorization of the mostinterestinginformation [2].

So, at present, the teaching method of auditing includes teaching this type of speech activity as the goal of learning, and as a means of mastering other types of speech activity. Therefore, inorderto achieve the desired results in auditing training, both special and non-special speech exercises should be used, as well as, of course, language (preparatory) exercises. The proposed teaching method of auditing helps to make learning a foreign language more interesting for children, as well as to consolidate their skills in this type of speech activity.

Speech exercises, monologue speech contribute to the training of auditory memory, which creates more favorable conditions for learning a foreign language. A rational change in teaching methods in the same lesson contributes to the involvement of new tireless areas of the cerebral cortex in the work, a change in stimuli, since prolonged and monotonous irritation of the cortical cell leads to the development of an inhibition process in it, which first reduces and then stops its work.

Therefore, when constructing the lesson, we focused on different types of memory. Thecombinedeffecton the organs of vision (as, for example, when reading) with the help of audiovisual means that increase the coefficients of stimuli, affect long-term memory and ensure the processing and assimilation of information. Thus, the tape recording creates clear auditory ideas in memory and teaches listening comprehension in conditions that are as close to natural as possible.

Auditory teaching aids should be based on material as close as possible to oral spoken language, rely on a life situation and be predominantly dialogical or dialogo-monological in nature. Scientists argue that for teaching listening comprehension, it is advisable to first use the teacher's speech (a conversation before listening to the material for auditing), since in this case the factor of a familiar voice is involved, and the teacher may resort to repetition if understanding is insufficient, then you can go to technical sources, which are characterized by a single presentation of information.

Conclusion:

Summing up, we came to the following conclusions. Inourwork, the process of auditing, the specifics of learning and the ways of teaching it as one of the most difficult and most important types of speech activity, ways of overcoming the difficulties that students face at different stages of learning have been investigated; examined the methodology and the main types of exercises in teaching auditing. In the course of our research, we found out that auditing is listening with understanding, an independent type of speech activity, which is more difficult than speaking, reading and writing. Auditing also contributes to the achievement of the educational goal, providing children with the opportunity to understand statements, no matter how elementary they are in the language of another people, in this case in English, one of the most common languages in the world. Auditing is also a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody

Auditing is the basis of language learning, since in primary school, wordless translation is used to a greater extent, based on visual aids, when children use a guess, which develops thinking and arouses interest from children.

There are several groups of difficulties in listening:

- difficulties associated with the peculiarities of the act of listening and speech activity of the listener;

- difficulties associated with the peculiarities of speech of native speakers;

- difficulties associated with the peculiarities of the civilization of the country of the target language and the mastery of the sociolinguistic and sociocultural components of the communicative competence.

Possession of auditing as a type of speech activity should ensure a successful communication process, develop the ability of students to speak a foreign language and understand it. Ourresearchisdevoted to the problem of the specifics of learning auditing at different stages. Since the process of learning through auditing is complex and difficult, more attention should be paid to auditing in schools. It is very important to increase students' motivation to understand foreign speech by ear and use it as a means of communication.

It is important to achieve the desire of students to learn how to listen to speech and understand what they hear, and give them a sense of their capabilities, their progress. This increases their interest in learning a foreign language. Auditing is the basis of communication, from which the mastery of oral communication begins.

Possession of auditing allows a person to understand what he is told and to adequately respond to what has been said, helps to correctly state his answer to an opponent, which is the basis of oral speech. Therefore, at present, the teaching method of auditing includes teaching this type of speech activity as a means of mastering other types of speech activity. Therefore, in order to achieve the desired results in auditing training, both special and non-special speech exercises should be used, as well as, of course, language (preparatory) exercises.

All this allows us to fully appreciate the benefits of teaching a foreign language in primary school. Since the auditing process itself involves memorizing feasible texts by ear, which develops memory, the use of riddles and 'confusion' (develops attention), the ability to listen and understand what is heard (fosters attentiveness to the interlocutor), and much more, auditing can be attributed to developmental learning

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