

THE SPECIFICS OF TEACHING AUDITION IN TEACHING FOREIGN LANGUAGES

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ABSTRACT:

The goal of teaching a foreign language in a primary school is to provide students with the ability to communicate directly with native speakers of the studied language in the most common everyday situations. And, as you know, communication is not only speaking a foreign language, but also listening to the interlocutor's speech. That is, speaking and audition are the main types of speech activity in communication with native speakers of a foreign language. In addition, most residents now have the opportunity to travel around the world, and in situations of "announcements at airports, train stations," audition is even more important than speaking. It is also important that a slight misunderstanding of what the interlocutor said can disrupt the entire process of communication.

Based on the foregoing, we believe that the topic of this study "The specifics of teaching audition at different stages of teaching foreign languages" is relevant at present and not sufficiently studied. And the underestimation of audition can have an extremely negative effect on the language training of students. But the study of this type of speech activity in the methodology is not deep enough, and the term "audition" is used in the methodological literature relatively recently. It is contrasted with the term "listening". If "listening" refers to the acoustic perception of a scale, then audition includes the process of perceiving and understanding sounding speech. It is also known that audition is a very difficult type of speech activity. And the fact that modern school graduates practically do not possess this skill is not a secret at all. Audition should occupy an important place already at the initial stage. Mastering the audition makes it possible to realize educational, educational and developmental goals.

INTRODUCTION:

Socio-political and economic transformations in all spheres of life of our society have led to significant changes in the field of education. In particular, the status of a foreign language as a school subject has changed. The expansion of international relations, the entry of our state into the world community has made a foreign language a truly sought-after state, society and personality. A foreign language has become fully understood as a means of communication, a means of understanding and interacting with people, a means of familiarizing oneself with a different national culture, and as an important tool for developing the intellectual abilities of schoolchildren and their general educational potential.

It allows you to teach students to carefully listen to the sound of speech, to form the ability to anticipate the semantic content of the statement and, thus, to cultivate a listening culture 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 developing effect on the child, lies in the fact that it positively affects 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. Audition contributes to the achievement of the educational goal, providing children with the opportunity to understand the statements, no matter how elementary they are in the language of another nation, in this case, in English, one of the most widely spoken languages in the world. Audition also serves as 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, audition as an action that is part of an oral communication activity is used in any oral communication subordinate to production, social or personal needs. Also, audition, as feedback from each speaker during a conversation, allows for self-control of speech and to know how correctly speech intentions are realized in sound form. And of course, audition can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activity. In this role, it acts, for example, when watching a movie, television, listening to a radio broadcast, etc.

The relevance of using authentic materials in training audition lies in their functionality. By functionality, we mean their orientation toward real use, since they create the illusion of familiarization 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. Two reasons can be distinguished here. Firstly, a significant discrepancy between the modern goals of teaching a foreign language and most of the 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 supply of knowledge on the basic language aspects and the use of authentic materials is more appropriate, since a foreign language at this stage is used more as a means of obtaining and deepening knowledge in various fields of science, culture and technology.

MATERIALS AND METHODS:

The purpose of this work is to reveal the main possible directions, the general idea of organizing training audition at different stages of learning a foreign language.

The object of the study is audition, as the leading method of teaching students a foreign language in domestic and foreign methods.

The subject of the study is not only the audition process itself at the initial, middle and senior stages, but also the ways of teaching this type of speech activity.

The main objectives of the study are:

- explore the audition process in terms of psychology;
- determine the importance of teacher speech in teaching audition;

- study the process of learning audition at different stages;
- highlight the main difficulties in understanding foreign language speech by ear;
- identify ways to overcome difficulties;
- consider the trend of using audition in teaching a foreign language at school
- consider audition as a means of teaching monologic speech;
- offer exercises and teaching techniques for audition.

RESULTS AND DISCUSSION:

In this section, we aim to list and consider the main difficulties in understanding and perceiving speech.

Audition is by no means an easy form of speech activity. In the article by Z.A. Kochkina notes that "... the acquisition of a foreign language and the development of speech skills is carried out mainly through audition." Therefore, audition is the most difficult.

What seems right is not elimination, but gradual and consistent overcoming of difficulties in the learning process. As psychologists point out, the most effective is such training, which is carried out in conditions of high tension of the psyche of the individual, mobilization of his will and attention, the clear functioning of all mechanisms.

Students need to explain the importance of careful, focused listening to what is said in a foreign language, the correlation of what they hear with a specific situation, with the visual perception of this situation. This includes objective visibility, teacher gestures, facial expressions, etc., i.e. all that is characteristic for reflection in communication.

The ability to listen is the key to success in learning a foreign language. It is achieved with the help of special attitudes of the teacher, designed to form, cultivate self-discipline among students, for example, the ability to listen intently to the teacher, comrade, speaker; try to keep in mind the perceived speech; understand the perceived sound chain based on the situation in which the hearing takes place, etc. [10].

As mentioned earlier, the success of an audit at different stages of training is determined by both subjective and objective factors. Consider some features of the presentation of the text and the conditions in which its perception (objective factor), as well as the difficulties associated with it.

The main obstacle to the perception of speech by ear, according to M. Lyakhovitsky, is the lack of a linguistic environment, as a result of which the sound form of the word becomes less strong than the graphic stimulus, which leads to the non-recognition of words known to students. Students get used to perceiving information mainly through the visual channel. The teacher allows them to use the text when discussing and retelling and practically read the proposed supports, which often have a detailed character. In this case, the teacher himself inhibits the development of auditory perception. Overcoming this difficulty is possible only if the teacher loads the students' auditory canal more, accustom them to perceiving information by ear, when using supports, take into account their dynamic nature. The most effective way is when the teacher consciously leads students from favorable learning conditions to unfavorable, from the presence of verbal supports to their gradual removal.

The understanding of speech by ear is objectively hampered by such features of auditory perception, as the uniqueness and short duration, which leads to a violation of the integrity of perception with a lack of understanding of the individual elements of the message. Faced with a lack of understanding of speech by students, the teacher often resorts to repeated repetition of the message, which contributes little to the goals of teaching audition. Repeated listening should be justified by the training task. So, you can offer students the first time listening to the task of understanding the general content, and the task of understanding the details and ideas of the message - in the second. Sometimes the teacher "helps" the understanding by translating his speech into his native language, which, like repeated repetition of the same phrases, does not lead to the goal, this demobilizes students who do not listen to foreign speech, are waiting for the

Russian version. The difficulties of audition are often the result of the teacher's lack of exactingness in his speech in a foreign language when the text is presented in its execution. The slowed-down pace of speech, its inexpressiveness, fuzzy diction, verbosity, formal target settings - all this complicates the development of the ability to understand sounding speech.

The correct pace of speech messages determines, as you know, not only the speed and accuracy of their understanding, but also the effectiveness of their memorization. There is, as NI emphasizes. Gez, the maximum speed of presentation of voice messages, the excess or understatement 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 speeding, understanding is hampered by enhanced reduction of sounds, reduction of pauses between syntagms, lack of time for comprehension of meaning. If the pace is too slow, the perception phase stretches, and the process of integrating the values 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 is designated as a pace of "below average" and "above average". In teaching, it is advisable to proceed from the natural pace of speech, which will be different for different languages. Interestingly, English and Americans speaking the same language use it at a different pace. The English pronounce 220 syllables per minute, and the Americans - only 150-170.

Thus, the pace of speech should be normal. In poorly prepared classes, you can give information in portions, increasing the duration of pauses between syntagmas, sentences, paragraphs to comprehend the content. It is significant that the intonation pattern of speech, its prosodic characteristics remain natural. It can also be recommended to increase the time for removing difficulties before perceiving the text.

The understanding of the text is influenced by its semantic organization. The story should be built in such a way that the main idea stands out easily, and the details adjoin it. Moreover, if the main idea is expressed at the beginning of the message, it is understood 100%, at the end of the message - 70%, in the middle - 40%.

A number of difficulties are associated with the lack of clearly organized control during listening. If control is not regular, then you do not have to rely on its effectiveness. It is very important that the control covers all students. For a more rational organization of audit 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 students, it is necessary to take into account their language training. No matter how many times a message is presented, the forms of control must be correlated with an understanding of different degrees of depth: from an explanation of superficial facts to deep ones.

An analysis of the phenomena that impede the perception of speech by ear, allows one to correctly select and graduate the material used to teach listening comprehension, and serves as the basis for developing a system of exercises aimed at teaching students to overcome the difficulties considered. The main conclusions that can be made on the basis of this analysis are that, in teaching audition, it is necessary from a certain moment to place the student in such conditions in which he will have to face these difficulties. Each time, it is necessary that the material for audition contains some feasible difficulty, with which the student was able to cope on his own.

Thus, the presence of significant and varied difficulties audition is an indisputable fact. Obviously, for successful audition training you need a methodological system that takes these difficulties into account and ensures that they are overcome.

Difficulty facilitates mastery of the audition and gives quick and tangible results. However, such an artificial lite audition does not prepare for the perception of natural speech, since all the eliminated difficulties are present in it, and the student is not prepared to overcome them.

Teaching audition is one of the main areas of work of a teacher in school. Since audition, along with speaking, provides the opportunity to communicate in a foreign language. However,

this direction causes the greatest difficulties in learning, both from the teacher and from the students. Therefore, the teacher must not only know what audition is, but study and then constantly take into account in its work the subjective and objective factors of the success of learning audition; difficulties associated with this process and ways to overcome them; methods and techniques of work in the conditions of contact and distant audition, as well as audition control.

A very important factor in teaching audition is maintaining constant interest of students, that is, their constant motivation, where the main factors are: proper text selection (difficulty level and interesting content), creating a communication situation before perceiving the text, and various tasks involving listening control and exit in another type of activity after the perception of the text.

Currently, there is a tendency to use audition at the initial stage of schooling, which limits the work of teachers in teaching audition. Mainly for listening to younger students are offered songs, tongue twisters and rhymes. Of course, the general educational value of such material cannot be denied, because thanks to it, the guys get some idea of the culture of another people. But, at the same time, you can not be limited only to the entertainment side of this material. Most teachers use it only for warming up in class.

Without denying the usefulness of such an approach to the auditory material, in our opinion, it seems unreasonable to limit ourselves to only the supporting secondary role of audition. Moreover, teachers at the middle stage, following the aforementioned generally accepted trend, generally do not consider it necessary to devote a certain amount of time and attention to teaching audition, believing that the children will independently master this type of speech activity. This point of view is deeply erroneous, because, relying on numerous studies and experiments, it can, without any doubt, be argued that without the teacher's focused and systematic work aimed at mastering the students of the audition, it is simply not possible to teach him.

This statement can be proved by resorting to examples taken from the practice of scientists. They noted that students have difficulty understanding the speech addressed to them in a foreign language, even with repeated repetition, it becomes necessary to translate into their native language.

Partially justified by the similar inability of his pupils to understand foreign language, the teacher completely excluded audition from his practice both as a goal and as a means of learning, as a result, he is taught only in his native language, which contradicts modern principles of teaching a foreign language at school. Scientists have observed this state of affairs in several secondary schools.

Thus, we can conclude that, along with many other reasons, neglect of audition leads to a violation of all principles of the communicative orientation of learning. There is no speech-cognitive activity of students, there is no situationality and functionality of 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, such as: translating texts with a dictionary, retelling, rewriting from a textbook, translation and the like.

Based on the foregoing, audition must be introduced into the practice of teaching as a type of speech activity in full to enhance and intensify the process of teaching a foreign language, observing the principles of a communicative teaching method.

Audition plays a significant role in teaching monologic speech. It is used to introduce new vocabulary as a means of teaching speaking. Speaking can come in two forms: dialogue and monologue. Monological speech is characterized by greater arbitrariness, consistency, harmony than dialogic [2].

A monologue has many definitions. A monologue is a special kind of verbal communication of people, involving the formulation of thoughts using the sound system of a language. A monologue is an organized type of speech, which is a product of an individual statement by one person addressed to the audience in order to achieve the necessary impact on

the listener. By definition, G. G. Rogova, a monologue is such a form of speech, when it is built by one person, he himself determines the structure, composition and language means [9].

A monologue can enter into a conversation as an integral part, proceed in the form of a story, speech, report or lecture. This, as you know, is the speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events, etc. Monological speech is usually prepared in advance [11]. Oratorical speech is distinguished by the expanded presence of more complex syntax and lexical constructions, although at the same time the monologue also has such expressive means as repetitions, rhetorical questions, exclamations, interrupting thoughts and rhythm, introductory words, ellipses, violation of the word order in the English language. All this gives colloquial monologic speech simplicity and naturalness, which increases contact with the audience.

The purpose of teaching a monologue is the formation of monologic speech skills, which are understood as skills logically sequentially and coherently, sufficiently fully and correctly linguistically express their thoughts verbally in accordance with the proposed situation. Teaching students monologue is easier than dialogic, because the student can think through his message in advance [8]. The development of monologic speech is influenced by audition, which facilitates the mastery of speaking. Through audition, the most important thing is being developed - this is phonemic hearing, as well as the assimilation of the lexical composition of the language and its grammatical structure.

In the process of speech perception, two main speech mechanisms work - speech-motor coding and decoding of sounding speech, which makes up the communication channel. The coding process involves the possession of the phonological system of the language. At the beginning of the study of a foreign language, a phonemic hearing in a native language is already formed, and the formation of a phonetic hearing in a foreign language depends both on the articulation properties of the sounds of a foreign language and on the sound system of the native language. Therefore, prolonged passive listening, not supported by external speech practice, can lead to distortion of auditory images, complicate the formation of acoustic-articulating signs [6].

Consequently, audition and spoken language are interconnected in the learning process. Speaking is the result of the process of articulation of the organs of speech, and hearing plays a significant role in this. Audition serves as the basis for speaking. Hearing has an important function of controlling oral speech, which allows the speaker to compare the spoken sound, word or phrase with a previously heard pattern. The quality of the audition is usually controlled by answering questions about the content being heard or by retelling it.

The comparative characteristics of speaking and audition make it possible to highlight general psychological parameters. In speaking, the transition from a word and a phrase to a whole utterance is associated with the participation of thinking and memory, as in listening [10]. Audition and speaking are characterized by the presence of complex mental activity based on internal speech and a forecasting mechanism. It is significant that both types of speech activity, being in close relationship, contribute to the development of each other in the learning process. "In order to learn to understand speech, you must speak, and by the way your speech is received, judge your understanding. Understanding is formed in the process of speaking, and speaking in the process of understanding"[2].

The difficulty of monologic speech lies in the fact that you need to constantly maintain the consistency of the utterance and not go astray. Therefore, audition as feedback from each speaker during the monologue allows you to exercise self-control over the speech and to know how correctly the speech intentions are realized in sound form. The correctness of speaking is controlled by the speaker himself in two ways: through hearing and through kinesthetic sensations of his own speech movements.

An important role in the regulation of speaking belongs to dynamic stereotypes arising from repeated auditory perception. The start of monologue speech begins with excitations formed due to those traces that were left during the reception of someone else's speech and with

one's own speech. Therefore, a monologue is impossible without a previous audition, since the issue can only be what was received at the reception.

Obviously, without proper teacher speech, it is not possible to teach students spoken language. And it is the teacher who is the first to be audited by students. Therefore, in preparing for the lesson, the teacher must clearly think through the material that he will use in his speech, and also choose the optimal ways of introducing new speech units.

At the initial stage of training, audition plays a large role in the development of monologue speech. It is very difficult for a child of primary school age, building his monologic statement, to adhere to the logic, connectedness, continuity, semantic completeness of the statement, and he reproduces what comes to mind at this moment, not listening to himself and not at all thinking about the form in which he presents your story.

There is a real possibility of the formation of skills of oral speech based on audition. Most preferred are methods that create situations of natural verbal communication, stimulate students to express themselves, exchange opinions. Assignments for listening to the text should be creative, student actions should be internally motivated. It is desirable that they have a problematic character, encourage students to apply the knowledge they received earlier, put them before the need to compare, guess, look for a solution in the text itself and thereby develop a monologic speech [3].

Retelling is very useful for training monologue speech. And a retelling is reproduction, "copying" orally read or heard through a monologue. When retelling it is important to be able to consistently and sufficiently fully express your thoughts, which is due to the formation of inner speech. Work on a coherent monological speech begins with the fact that they offer students to listen to texts that are small in volume and simple in content. Then ask questions for each proposal. Pupils answer questions with a full sentence, and after that, retell the entire text. In the process of creative retelling, children after listening to the beginning of the text should come up with an end, give a name and tell the whole text. Monologue speech develops in connection with audition, when students speak on their own with an independent message and personal assessment, as well as the ability to speak in connection with the situation in the educational, labor, social and socio-cultural areas of communication.

With the help of audition, a transition is made from speech at the sentence level to coherent monologic speech at the text level.

At the initial stage, it is important for students to acquire skills in perceiving and understanding foreign language speech by ear, which will help them, in turn, to take part in acts of communication and oral monological speech.

In this way, audition prepares spoken language, and speaking helps to shape the perception of speech by ear.

Since audition is a very complex 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 from reading instruction. That is why a special system of exercises is needed to teach students audition.

The exercise system for training audition should provide [1]:

- a) the correspondence of exercises to the psychological and linguistic complexities of messages perceived by ear;
- b) the possibility of interaction audition with other types of speech activity, and primarily audition and speaking as two forms of verbal communication;
- c) management of the process of formation of skills and audition skills;
- d) the successful implementation of the ultimate practical goal and intermediate learning objectives;
- d) a gradual increase in difficulties, which will guarantee the feasibility of performing exercises at different stages of training.

Under the system of exercises is understood the organization of interrelated actions, arranged in order of increasing linguistic and operational difficulties, taking into account the sequence of formation of speech skills in various types of speech activity.

The components of the exercise system are, as you know, groups (exercises to remove the linguistic difficulties of audition, exercises to eliminate the psychological difficulties of audition), types, 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. Of these components, only the reasoned sequence of the arrangement of exercises remains constant, the other components will vary depending on the nature of the audio texts, language training of students, the complexity of communicative tasks and other factors. For example, when listening to a light text by ear, there is no need for elementary operations, which include imitation, distinguishing between opposition phonemes or close intonation models, identifying synonyms, splitting text into smaller semantic pieces, etc. A well-trained student does not need, as you know, exercises that develop a perceptual-sensory base, as he has technical listening skills, including phonemic and intonational hearing, instant receptive combination of words and sentences, prognostic skills, etc. [7].

The method distinguishes between two subsystems:

- preparatory / training;
- speech / communication.

The subsystem of preparatory / training exercises is an extremely important part of the general system of exercises, although this is not yet a speech activity, but the creation of the basis and means for its implementation. The purpose of the preparatory exercises is to first (before listening to the text) remove the difficulties of a linguistic or psychological nature, develop the skills of logical and semantic processing of characters of a lower level - from words to microtexts, which will allow the auditor to focus on the perception of the content.

Preparatory exercises contribute to the development of:

- prognostic skills;
- the amount of short-term and verbal-logical memory;
- equivalent replacement mechanism;
- speech hearing;
- skills to curtail (reduce) inner speech, etc.

In general, the following requirements can be made to this subsystem of exercises:

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

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

3) the gradual increase in language difficulties;

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

5) a combination of known and unknown material in exercises;

6) focus on form and content.

Preparatory exercises:

- listen and repeat a few pairs of words: law - low; saw - so ...
- identify rhyming words by ear, mark them with numbers, for example: sort - pot - part; - port [5]

- listen to a number of adjectives (verbs), name the nouns that are most often used with them.

- listen to a series of speech formulas, name (in your native or foreign language) situations in which they can be used;

- listen to the text from the phonogram (presented by the teacher), fill in the blanks in the graphic version of the same text, etc.

- listen to two or three short phrases, combine them into one sentence;
- listen to a number of verbs, form nouns from them with the suffix - er, for example: to listen - listener
- define the meaning of international words by context and sound form;
- determine the meaning of unfamiliar words using definitions (descriptions) in a foreign language;
- browse through the keywords and name the topic that the audio text is about; • then listen to the audio text and check the correctness of your answer.

The perception of coherent oral speech is accompanied by complex mental activity and proceeds under special conditions determined by a number of acoustic factors. Hence the need for exercises that direct attention to understanding the content of perceived speech and to overcome difficulties associated with perception. Such exercises are called speech. The subsystem of speech / communication exercises contributes to the development of the ability to perceive speech messages in conditions approaching natural speech communication (contact and distant), without support, prompts and prior familiarization with the situation and topic. Speech exercises are recommended to be performed on the listened texts, which have significant potential in terms of solving communicative and cognitive tasks. In their perception, the linguistic form must be realized at the level of involuntary perception, if we are talking about the most perfect, so-called critical level of understanding.

Speech exercises teach:

- eliminate problems in understanding due to forecasting at the text level;
- correlate content with the situation of communication;
- divide the audio text into semantic parts and determine the main idea in each of them;
- identify the most informative parts of the message;
- adapt to the individual characteristics of the speaker and to different presentation speeds (at a pace from below average to above average pace);
- 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 directed to the meaning of the speech message, moreover, 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. Studies conducted in the school and university audiences have shown that when focusing on the linguistic form (installation of search, differentiation, grouping, etc.), a simultaneous understanding of the content is complicated. It was mentioned above that when performing preparatory exercises based on any material, including isolated words, the mnemonic activity of students is combined with logical and semantic. In this connection, one can mention this type of preparatory exercises, such as a grouping of material (words, phrases) perceived by ear by any sign. To perform this exercise, one needs orientation in the material, the ability to differentiate it, having a set of different attributes, to highlight the common in remembered symbols, etc. Psychologists have repeatedly noted in their works that the ability to correctly group the listened or read indicates an understanding of internal logical relationships [9].

A person who knows a foreign language at the level of its speakers can purposefully correlate the content with the linguistic form and situation of communication, which allows us to separate objective information from subjective information.

Depending on the language preparation of the class and the complexity of the audio text, students' attention can be specially switched from the content to the language form (using instructions, a special kind of formal support, etc.) and vice versa, although it is known that in the initial and partially middle stages this control method audition is not always justified. It is known that switching too quickly attention from a linguistic form to a content worsens forecasting and leads to an approximate understanding based on guessing facts.

The effectiveness of the exercise for partial controlled training of audition depends on the repeatability of individual techniques, which is extremely important for the initial stage,

involving other analyzers along with the auditory one, especially visual, steady attention and the presence of creative, predictive thought activity. As a result of the exercises of this group, there is a certain “getting used to” the conditions for the presentation of texts, tuning to a given listening mode, stable performance. As for the visual supports, their use should be considered not only as a control element, but also as a means of individualizing learning [1].

Speech exercises:

- listen to texts that are different in content, at a normal pace, relying on clarity, and then in sound recordings without relying 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 them what is common and different.
- listen to the text u choose a title to it.
- listen to the text and determine its type (message, description, narration, reasoning).
- listen to the dialogue and briefly convey its contents.
- listen to several fragments of the text, make a plan of the statement.

These exercises provide an opportunity to check the depth of meaningfulness of the content, i.e. degree of penetration into the subtext, into the pragmatic aspect of the utterance. Exercises are associated with the attraction of new facts and information; they are distinguished by a critical orientation and installation on selective memorization of the most interesting information [1].

So, at present, the teaching methodology for audition includes teaching this type of speech activity as a learning goal, and as a means of mastering other types of speech activity. Therefore, to achieve the desired results in training audition, you should apply both special and non-special speech exercises, as well as, of course, language (preparatory) ones.

The proposed audition teaching methodology helps to make learning a foreign language more interesting for children, as well as consolidate their skills in this type of speech activity.

Speech exercises, monologic speech contribute to the training of auditory memory, which creates more favorable conditions for learning a foreign language.

A rational change in teaching methods at the same lesson contributes to the involvement of new, non-tired sections of the cerebral cortex, changes in stimuli, since prolonged and uniform irritation of the cortical cell leads to the development of a process of inhibition in it, which first reduces and then stops its work. Therefore, when building the lesson, we focused on various types of memory. The combined effect on the organs of vision (as, for example, when reading) using audiovisual means that increase the coefficients of stimuli, affect long-term memory and provide processing and assimilation of information. Thus, a tape recording creates clear auditory representations in memory and teaches understanding from hearing in conditions as close to natural as possible.

Auditive teaching aids should be based on material as close as possible to oral colloquial speech, be based on a life situation and be primarily dialogical or dialectical-monological in nature.

Scientists argue that for teaching listening comprehension it is advisable to first use the teacher’s speech (conversation before listening to the material for audition), as in this case the familiar voice factor is involved, and the teacher can resort to repetition with insufficient understanding, then you can proceed to technical sources, which are characterized by a single presentation of information.

CONCLUSIONS:

Summing up, we came to the following conclusions. In our work, we studied the audition process, the specifics of teaching and how to teach it as one of the most difficult and most important types of speech activity, ways to overcome the difficulties that students encounter at different stages of training; examined the methodology and the main types of exercises in training audition.

In the course of the study, we found that audition is listening with understanding, an independent type of speech activity, which is more difficult than speaking, reading and writing. Audition contributes to the achievement of the educational goal, providing children with the opportunity to understand the statements, no matter how elementary they are in the language of another nation, in this case, in English, one of the most widely spoken languages in the world. Audition also serves as 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 an ever-expanding theoretical context of direct linguistic research, uniting around the global idea of that the game is an inherent characteristic of the language, there is also no unity of views on the description of its essential nature, mechanisms, techniques and functions, which is determined by the complexity and multidimensionality of the language itself phenomenon. [14]

Audition is a language learning base, since elementary school uses a more wordless translation, relying on visual aids, when children use a hunch that develops thinking and arouses interest on the part of children.

In listening, there are several groups of difficulties:

- difficulties associated with the features of the act of listening and speech activity of the listener;
- difficulties associated with the features of speech of native speakers;
- difficulties associated with the peculiarities of the country's civilization of the language being studied and the mastery of the sociolinguistic and sociocultural components of communicative competence.

Possession of audition 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. Our study focuses on the specifics of learning audition at different stages. Since the learning process through audition is complex and difficult, audition needs to pay more attention to 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 to listen to speech and understand what is heard, and to let them feel their capabilities, their progress. This increases their interest in learning a foreign language.

Audition is the basis of communication, with it begins the mastery of oral communication. Owning an audition allows a person to understand what is being communicated to him and to adequately respond to what has been said, helping to correctly state his answer to his opponent, which is the basis of oral speech.

So, at present, the teaching methodology for audition includes teaching this type of speech activity as a means of mastering other types of speech activity. Therefore, to achieve the desired results in training audition, you should apply both special and non-special speech exercises, as well as, of course, language (preparatory) ones.

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

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