**Formation of listening skills in English lessons: difficulties and ways to overcome them.**

Modern conditions and modernization of educational development in the country significantly increase the requirements for teaching a foreign language as a means of communication. Listening plays an important role in communication as a means of perceiving, comprehending and processing information.

The basis of the internal mechanism of listening is such mental processes as: listening perception, attention, recognition and comparison of linguistic means, their identification, comprehension, generalization, retention in memory, inference, that is, reproduction of someone else’s opinion and an adequate reaction to it. Thus, the subject of listening is someone else’s thought, encoded in the audio text and which is to be recognized.

So, listening is a complex speech mental activity. It is based on a natural ability, which is improved in the process of individual development of a person and gives it the ability to understand information in an acoustic code, accumulate it in memory or in writing, select and evaluate it according to interests or assigned tasks.

In order to purposefully learn listening by overcoming difficulties and developing on this basis skills and abilities that contribute to successful functioning in natural conditions, it is necessary to clearly imagine these difficulties, which may be due to 1) the nature of the language material, 2) difficulties may be associated with the speech form communication, 3) with the semantic content of communication, composition, 4) with the conditions for presenting the message, 5) with sources of information, 6) difficulties regarding the listener himself, his audit experience.

Depending on specific educational tasks and based on the completeness of understanding of information, two types of listening are distinguished: listening with full understanding and listening with understanding of the main content of the text (I.A. Beam). Texts for listening with full understanding do not include unfamiliar vocabulary and expressions that could be an obstacle to comprehension. When listening to a text with an understanding of the main content, the student should strive to understand the text as a whole. At the initial stage (grades 5-6), the main focus should be on developing the ability to fully understand the text.

The effectiveness of teaching listening depends primarily on the students’ interest in understanding. Practice shows that students understand and remember difficult but meaningful texts better than easy but primitive ones.

An effective symbol of successful listening is introducing elements of humor into audio texts. Humor helps create an atmosphere of ease and relaxation. The gradation of difficulties in relation to the semantic content of texts can be expressed in the transition from interesting texts to meaningful ones. Content includes texts that are of interest to a given age. These texts can be quite simple and accessible to students. Content - those that contain new and useful information for students. But throughout the course of learning, difficulties in understanding will refer to facts related to the history, life, culture of the country of the language being studied, the so-called realities that may be unknown to the student.

Difficulties associated with the condition of presenting the message

The correct tempo of speech messages, as is known, determines not only the speed and accuracy of their understanding, but also the efficiency of memorization. There is, as N.N. Gez emphasizes, a maximum speed of presentation of speech messages, an increase or decrease in 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 increased reduction of sounds, shortening of pauses between syntagmas, and lack of time to comprehend the meaning. In the process of communication, the most common rate of speech is the average one; 200 and 300 syllables per minute are designated as “below average” and “above average.” In poorly prepared classes, you can give information in portions, increasing the duration of pauses between syntagmas, sentences, and paragraphs to comprehend the content. It is considered advisable to immediately “accustom” the students’ psyche to natural functioning conditions and, at the beginning of training, present texts only once. When faced with students' lack of understanding of the language, the teacher often resorts to repeated repetition of the message, which does little to promote listening comprehension. So you can offer students tasks to understand the general content during the first listening, and tasks to understand the details and ideas of the message - during the second. Sometimes the teacher “helps” understanding by translating a foreign language into their native language, which, just like repeated repetition of the same phrases, does not lead to the set goal, it demobilizes the students, they do not listen to the foreign language, they wait for the Russian version. The methodology distinguishes between visual (pictorial) and verbal supports when teaching listening. Visual ones include maps, pictures, photographs, diagrams, underlining, special fonts, colors, headings. Each of these landmarks has its own purpose.

It is generally accepted that listening is associated with difficulties of an objective nature and does not depend on the listener himself. We can only partially agree with this statement. Students cannot determine either the nature of the speech message or the conditions of perception. At the same time, the success of listening depends on the listener’s ability to use forecasting and transfer skills developed in their native language to a foreign language. Of great importance are the individual characteristics of the student, his dexterity and intelligence, his ability to listen and quickly respond to all kinds of signals of oral communication (pauses, logical stresses, rhetorical questions, connecting phrases, etc.), the ability to switch from one mental operation to another, quickly enter into the topic of the message, relate it to its larger context, etc. A skillful combination of individual, frontal and group work, combining students of different backgrounds in pair work, a variety of interesting forms of control, commenting on errors indicating a noticeable improvement in the listening comprehension of individual students, etc. will contribute to the activation of mental activity, increased interest in work, personal and collective responsibility.

Methodologists also highlight difficulties caused by the linguistic characteristics of the perceived material. Such difficulties arise for two reasons. Firstly, the text of the message contains previously unstudied language material. Secondly, the listening text contains well-known words that are difficult to understand. Language features include vocabulary unfamiliar to students, idioms, colloquial formulas, special terms, abbreviations, and precision words.

In the listening text, not all words should be known to students, however, the level of unfamiliar vocabulary should not be too high; the listening text should not contain more than 3-5% of unfamiliar vocabulary, which concerns vocabulary that carries the main idea of the audio text perceived by ear. The number of other words in the audio text, also unfamiliar to students, can vary from 15 to 20%. If we are talking about grammatical material, then for listening we can also select texts with unstudied phenomena of the grammar of a foreign language, but only if their meaning can be guessed from the context.

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