

THE METHODS OF IMPROVING LISTENING AND SPEAKING SKILLS**Alibekova Dilrabo***Teacher of Samarkand state institute of foreign languages in the branch of Payariq***ARTICLE INFO.****Key words:**

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Abstract

The goal of our research is to look at the works of researchers on the issues of listening and speaking in foreign language acquisition. We attempt to assess the problems encountered while doing listening and speaking tasks in mixed-level groups. The findings of the questionnaire were used to identify problems with listening and speaking in mixed-level groups. The effectiveness of employing role plays and other activities in practice was measured using a student questionnaire. Our investigation found that the textbook performed poorly in mixed-level groups. Various innovative activities in English classrooms encourage pupils to study foreign languages and expand their knowledge.

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Varied scholars have different ideas of hearing and speaking, but they all agree on one crucial aspect of listening and speaking: it is a two-way interaction between the speaker and the listener.

Listening is essential in second language training for various reasons. If you can't hear it well, you'll struggle to communicate and may be unable to complete a listening job. In reality, pupils frequently listen incorrectly, which results in a negative outcome. It should be remembered that the learner's assessment of their listening difficulties and techniques can both favorably and adversely affect their understanding.

Thus, in order to assist students in improving their listening skills, it is necessary to identify the listening problems that are causing them difficulty. We fully agree with the assertion that, regardless of the level of students' English knowledge, it is critical to identify listening difficulties in order to develop listening abilities. Each student has his or her unique challenges, and the teacher's job is to assist him or her deal with them.

According to Yagang, listening difficulties were caused by four factors: the message, the speaker, the listener, and the physical environment. Furthermore, several studies have been conducted to identify the difficulty with hearing. The issues were thought to be caused by the speaking tempo, vocabulary, and pronunciation.

According to Brown, "speech is a participatory process of meaning construction that involves creating, receiving, and processing information". Its shape and meaning are determined by the context, which includes the individuals, their collective experiences, the physical surroundings, and the reasons for speaking. It is frequently impromptu, open-ended, and developing. Speech, on the other hand, is not always unpredictable. Language functions that tend to reoccur in specific discourse settings (e.g.,

denying an invitation, seeking time off from work) can be discovered and plotted. Speaking demands learners to comprehend not just how to generate certain elements of language, such as syntax, pronunciation, and vocabulary (linguistic competence), but also when, why, and how to produce language (sociolinguistic competence).

This study analysis discovered that improving listening skills has a good influence on speaking. Speaking and listening are two actions that are inextricably linked in the learning process. Listening and speaking, in particular, have a strong link. Much discussion has persisted to demonstrate the growing importance of listening ability on speaking. We agree with Rost's three arguments for improving listening and speaking abilities. First, speaking allows the student to interact; because learners must interact to attain understanding, access to native speakers of the language is vital. Second, real spoken language makes it difficult for the student to grasp the language as native speakers use it. Third, listening activities enable teachers to attract learners' attention to new forms of language (vocabulary, grammar, new interaction patterns).

In order to reach our purpose to increase listening and speaking abilities in mixed level groups, our study was focused on the collection and search of the theoretical and practical resources. Literature sources and a review are examples of theoretical resources. Practical materials include: administering a questionnaire to students in mixed level groups about their attitudes toward speaking and listening skills; identifying learning efficient activities for developing listening and speaking skills; and identifying solutions for improving students' listening and speaking skills.

Discussion

Role plays assist students cope with real-life circumstances, regularly used phrases, and pushing them to think "on their feet" in mixed-level groups. Furthermore, role-playing allows students to collaborate as a team or group and interact in order to better understand one another. Role play helps pupils interact and improves their speaking abilities in any setting. Role play games assist mixed-level group students overcome speaking issues. Furthermore, it is enjoyable, and most students believe that enjoyment leads to improved learning. Students in mixed-level groups with limited English proficiency press teachers to identify meaningful and profitable activities for increasing listening and speaking abilities. The "New English File" textbook is used by first-year students to study English. We employed appropriate role-play exercises for our students during our experiment in mixed level groups, such as Beautiful Mind, Bingo, Fishbowl, Interview, and Leader of the XXI Century, Mind Mapping, Star Wars, and Who Wins a Million? As an example, we provide "Beautiful Mind," one of the role plays. The purpose is to review the subject and develop listening and speaking skills. Teachers prepare 20 questions from prior topics ahead of time. Students' duties are to listen to questions from audio/video materials and select the right answer.

Students explore the questions in groups throughout this role play. They utilize prompts if they are having difficulty answering the questions. At the completion of this role play, we examine the kids' listening abilities and capacities to articulate their ideas. As previously stated, students in mixed level groups have difficulty with speed of delivery when hearing and speaking, misunderstanding of new words and phrases, pronunciation of English words, and forming sentences utilizing correct grammatical structure.

Conclusion

The purpose of this study is to look at listening and speaking abilities in mixed-level groups. What exercises may teachers employ in English lessons to help students enhance their listening and speaking skills? What challenges do students have when listening and speaking in mixed-ability groups?

Based on the results of a questionnaire, this study identified learning effective activities for building listening and speaking skills on the "New English File" edition, as well as solutions for improving the

listening and speaking abilities of students in mixed level groups. The solutions focused on defining listening and speaking tasks and activities for students in mixed ability groups. In conclusion, this study is thought to be valuable for working in diverse groups. It is believed that this study would provide English teachers with fresh ideas and successful suggestions for improving listening and speaking abilities. More research will be conducted in order to obtain more compelling results.

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