Technologies of Using Communicative Exercises in the Development of Listening Skills

Bazarbayeva Aziza Shokirovna
PhD student of Fergana state university, Fergana, Uzbekistan
aziza.bazarbaeva.1990@mail.ru

Abstract: This article under discussion depicts the importance of improving listening skills in preparing students to communication in English language. The author of the article analyses the ways of using listening exercises and presents technologies of organizing communicative activities for effective language acquisition.

Keywords: listening comprehension, learning tool, formation, ability, communication competence, skills, teacher, student.

Introduction

Listening comprehension is an important part of language learning. Listening is the most important skill to develop in learning a foreign language. If we study the ideas of Rost and Kurita, we can conclude that the effectiveness of language learning depends on the learner's ability to make listening a language learning tool [11]. The main factor behind the ineffectiveness of traditional foreign language teaching approaches in preparing the learner for communication is the organization of the teaching process based on the principle that learning a foreign language is the acquisition of language knowledge and the formation of their ability to use it in oral speech. According to Hasan (2000) and Hamouda (2013), listening comprehension creates conditions for acquiring and expanding other language skills [11]. Improving listening skills is an important tool in improving speaking skills. The factor that determines the importance of listening skill is that listening is the most used language skill in our daily life. The importance of listening in the development of communication competence and the fact that students have the most difficulties in listening skills require teachers to choose the right listening exercises.

Before proceeding to the analysis of exercises used in modern language teaching, it is appropriate to consider the role of the teacher in listening exercises, strategies for developing listening skills, techniques for developing listening comprehension, and the results that should be expected from listening comprehension exercises.

Main part

In the educational process, the main responsibility falls on the teacher as the organizer of this process. Harmer (1991) and Machakova (2009) mention that the teacher has 8 roles in the classroom [6]:

1. Organizer.
2. Supervisor.
3. Appraiser.
4. Source.
5. Teacher.
In listening exercises, the teacher should plan what the students will do, prepare listening materials, select appropriate exercises, give clear instructions on how to do them, and provide effective feedback to students to develop listening comprehension skills. Control of the lesson, what language to use during the exercises, control of student activities at the stages of the listening comprehension exercise; evaluate students' work and give instructions that develop them; providing students with the necessary information and advice during the lesson and exercises; as a coach, developing students, identifying their weaknesses and strengths, supporting them, and conducting listening exercises together with students as a participant and guiding them is also the role of teachers in listening exercises.

Rickson (1986) and Rubin (1995) suggest that the classroom should include a variety of techniques such as authentic materials and technologies [6]. Authenticity of listening materials is important in teaching English. Practice on authentic listening material is key to preparing the learner for communication. Authentic listening materials and exercises that check critical thinking, expressing one's own opinion, and listening comprehension, eliminate artificiality in the foreign language teaching process. Media-TV, radio, videos, songs and internet materials can be used as authentic material in listening exercises.

The integration of different skills in the lesson makes the training interesting and effective. It is desirable to present listening exercises in harmony with exercises aimed at developing other skills. Fotos (2001), Hinkel (2006), Murphy (1991), Snow (2005) and Ak (2012) can also be used to develop skills such as listening, reading and speaking [11].

Listening comprehension is a complex process for many reasons. In studying these difficulties, stylists use two models to describe the listening process. These are bottom-up and top-down models. While the bottom-up model emphasizes small language units - phonemes, syllables, etc., the top-down model emphasizes relying on previous knowledge during listening. That is, while exercises typical of the bottom-up approach depend on the sounds we hear, our other approach depends on the listener's understanding.

Paulston and Bruder (1976) suggest that listening comprehension training should include [11]:

- exercises in listening comprehension exercises are planned step-by-step from simple to complex;
- ensuring that learners are active in listening comprehension activities and that they receive immediate feedback on their results;
- before the presentation of listening comprehension exercises, the provision of dialogue or other exercises aimed at focusing the attention of learners on the listening material;
- listening comprehension exercises focus on teaching rather than control.

One of the important factors in increasing the effectiveness of listening training is the exercises that are properly selected and integrated with other skills and the material that is analyzed and studied through these exercises. What are some resources for listening practice? First of all, teacher talk: many teachers and students do not consider teacher talk as a way to practice listening skills in the classroom. But the teacher's speech is the most unique resource during the lesson. The biggest advantage of the teacher's speech as a listening material: this speech can slow down, speed up, return important aspects, replace difficult words with easier ones from the vocabulary of the language being studied, depending on the listener's needs.

This is especially useful for learners who are trying to adapt to the sounds of a new language. Jamal Jalolov also thinks about this and emphasizes that the teacher's speech is also an important listening material and that is why it is important to talk only in English during the lesson [8].
No other learning material can be adapted and managed so easily. Another advantage of the teacher's speech is its interactivity. The teacher can turn his speech into listening material in different ways. It depends on his skill. For example, the teacher needs to convey some news and messages to the students. In the same situation, after news or messages, eliciting important aspects with the help of clarifying exercises (eliciting) turns the communication process into a listening comprehension process. In addition, the teacher can use his speech as didactic material.

Here are some examples:

Pictures: the teacher shows some pictures to the students and tells about the situation or people in the picture. Students find out which picture they are talking about.

"Firsts": the teacher talks about three important things, events or people in his life, and students fill in the following table:

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
</table>

Childhood anecdotes: the class brainstorms childhood anecdotes and writes them on the board. The teacher tells a story from his childhood. Before listening, students say which words on the board are used in which form. After that, students can share their own memories.

"Chat show": the teacher interviews a student in front of the audience. This exercise is effective in exchanging information with students, improving communication.

Biographies: This method of turning the teacher's speech into listening material is especially effective when the teacher is a representative of the language being studied, but this is not the most important factor. The teacher tells about an event, tradition, historical event, etc. related to the culture of the language being studied. The dialogue between the teacher and the student, which takes place without preparation, also serves as an interactive listening material.

Like the teacher's speech, the student's speech (answering the teacher's questions, retelling the content of the listened material, presentation, etc.) can be listening material. Inviting guests who are fluent or native speakers of the language being studied to a listening session is another effective way to increase students' interest in learning the language and develop their listening skills. This process can also be enriched with various exercises.

McBride (2009) and Rost (2007) [11] argue that using technology develops listening comprehension skills by engaging learners. Modern English language textbooks are an effective language teaching resource that integrates various listening materials and exercises to develop language skills. A factor that increases the importance of modern language teaching textbooks in teaching listening skills is the variety of materials and technologies used in it. Modern textbooks cover a variety of audio recordings, including news, interviews with experts in their fields, stories, jokes, songs, situational dialogues, debates, lectures, and more. In addition, in modern textbooks, in order to overcome the difficulties in the process of listening exercises, it goes from easy to complex exercises that prepare the student for this process, and at the end, it ends with discussion questions that allow the student to express his opinion and develop oral speech and critical thinking.

If we consider the listening exercises in modern English language textbooks as an example of the book “Skillful listening and speaking” by David Bohlke and Robin Brinks Lockwood, Macmillan, recommended for English philology students at the Faculty of Foreign Languages of Higher Education, as mentioned above, the exercise materials that develop listening are selected first of all [6]. The materials are on topics that are global, vital, interesting, broadening the outlook and include the linguistic and cultural features of the English language. For example, Section 1 is called Nutrition. This section contains audio materials and listening exercises on the topics of Brain Food, Health and Nutrition, and Spiritual Nutrition. Similarly, other sections are society: social studies, activities; location: design and planning; scope: technologies, business plans; luck: personal development; includes listening material on psychology and other topics.
Jamal Jalolov divides the system of listening comprehension exercises into two types of special and non-special exercises according to their purpose. Non-specific exercises are the practice of listening skills in the process of acquiring other skills or knowledge along with listening [8]. Specialists like Galskova, Gez, Mirolyubov and other experts divide special listening exercises into preparation and speech exercises [2]. In his book "Language Teaching Methodology and Educational Technologies", S. Saydaliev covers his research on learning and teaching listening comprehension and presents a typology of listening exercises. In this typology, the expert scholar divides listening exercises and activities into groups such as pre-listening exercises, listening exercises, and post-listening exercises, and explains the exercises of each group. In our study of foreign language teaching exercises and their analysis, it became clear that significant work has been done on the classification of exercises, creating their typology, especially in the German language teaching methodology.

Gerhard Neuner's book "Übungszpologie zum kommunikativen Deustchunterricht" is an example of this [9]. In the book "Teaching oral speech in a foreign language" by I.V. Rahmanov, the exercises are deeply studied and divided into types, types and types. However, these analyzes are somewhat outdated in terms of today's requirements for English language teaching and do not meet the requirements of developing communicative competence of philology students through speech exercises.

Having studied the research of methodologists on listening exercises and methods of increasing their effectiveness, we analyzed the listening exercises used in the modern methodology, which is tasked with preparing the learner for communication, in the following order:

1. Pre-listening exercises;
2. While-listening exercises;
3. Post-listening exercises;
4. Listening exercises integrated with language material exercises and other speaking skills;
5. Listening exercises that encourage creative response and critical thinking.

The purpose of listening exercises should not be limited to mastering individual words and sentences, pronunciation rules of the language being studied. The student should be able to understand the purpose of the speaker and the essence of the text, expand his worldview through the exercise material, and have the ability to think analytically. We know that we divide listening exercises into listening for details and listening for content based on their purpose. It is advisable to perform both types of exercises step by step on the listening material.

The pre-listening stage prepares learners for the listening material and serves to facilitate the listening process. The first exercise of the pre-listening phase usually helps you anticipate what the listening material will be about. The second exercise defines the purpose of listening. In "Skillful listening and speaking", before the pre-listening stage, the exercise of choosing the explanation of the word highlighted in the sentence given in the form of a multiple choice question is presented, and according to the conditions and content, this exercise is considered as an exercise to develop vocabulary. But the fact that the purpose of the exercise is to acquaint the listener with the words used in the listening material makes this exercise also related to the pre-listening stage.
The next exercise in this phase is a discussion, asking students to discuss in pairs which points they agree with in exercise 1. Through these two exercises, the learner understands what information is found in the listening material, and what topic the material's lexicon is related to.

In addition to exercises, we can also observe that in books aimed at the development of specific language skills, various instructions are given that are important in the development of the taught skill.

Here are 6 practical ways a teacher can help students anticipate what they will hear:

a) Brainstorming and its types: From one to many; Poster display; Brainwalking; Boardwalk; Board writing; Shout out to the scribe.

b) Visuals: Pictures, Guess what happening; Picture story; Students as artists; Guided visualization; Diagrams.

c) Realia

d) Text and words

e) Circumstances

f) Opinions and facts.
Below is another type of pre-listening exercise, the condition of which is “You will hear a radio interview about brain food. Work with your partner and guess before you listen”, by asking questions about the topic of the listening material, it raises the listener's imagination about this topic (question 1), helps to remember his knowledge of the topic and concentrate his thoughts on the audio material (question 2), listens to the words and facilitates the listening process by predicting information (questions 2-3), develops critical thinking (question 3). The exercise not only prepares the learner for the listening process, but also serves to develop oral speech.

Another exercise in Skillful listening and speaking is the gap-filling exercise, which, when done before listening, prepares you for the listening process as well as developing critical thinking.

Applying critical thinking to the process of teaching language skills is another important aspect of today's methodology. Critical thinking is the ability to make logical and well-thought-out, thoughtful decisions, in which a person has an attitude that raises analytical questions about an issue without accepting existing opinions, arguments, and conclusions. It helps students to observe the object (fact, person, information) from different angles. Critical thinking is one of the most important skills to acquire in the 21st century. Methodologists and researchers interpret the term as an important skill in learning, thinking, and analysis that goes beyond memorizing and recalling information. Paul (1985) says that critical thinking is learning to ask and answer questions of analysis, synthesis and evaluation [6]. Scholars argue that critical thinking is important in the learning process. For example, Piaget (1971) and Vygotsky (1962) suggested a connection between language and critical thinking [3].

Jamal Jalolov in his book "Methodology of Foreign Language Teaching" mentions the difficulties that arise in the process of performing listening comprehension and listening comprehension exercises as follows: language-related formal difficulties, content-related difficulties, difficulties in the conditions of speech perception, difficulties related to the form of speech, from the point of view of linguistics difficulties arising, difficulties related to the structure of the audio text. In addition to the difficulties arising from the above listening, let us mention the difficulties arising from the linguistic and cultural point of view [8]. Awareness of the form and content, familiarity with the grammatical, lexical, and syntactic aspects of the listening material, and knowledge of the style of speech may not be enough to understand a passage taken from the conversation of a representative of a people with a different understanding of the world. Because in this excerpt from a foreign speech, in addition to form and content, the culture of this nation will be reflected: history, way of life, customs and others.

Another type of pre-listening exercise is the exercise of predicting what ideas are presented in the listening material, through which learners recall their knowledge of the topic of the audio
material. Students will have the opportunity to think (critical thinking), express their opinion, discuss and expand their worldview. Listening exercises like these can be done by students independently, in pairs, in small groups, or in groups.

Presenting pre-listening guessing exercises in the correct sequence depending on the type increases the effectiveness of the listening comprehension process. For example, before the type of exercise we are considering, if we present new words related to the topic of listening material 1 (Emotional Nourishment) together with their explanation and ask students to combine them (matching), the given table 2 should be done in order to have a healthy body and a healthy mind.

Another type of exercise performed before listening in the literature under review is answering questions based on the given picture (Look at the picture. What do you think the people are doing?). The importance of mnemonics in language learning is immeasurable, and pictures are its most effective form. The use of pictures in the material of the listening exercise creates an opportunity for students to imagine the subject, memorize knowledge and easily acquire new knowledge. Before such listening exercises, we can ask the learner to describe not only pictures but also other realities (Describe the people who live in the community around you.). The exercise of putting the necessary forms of new words in the empty spaces in the sentences (gap filling) makes it easier to understand the different forms of words found in the listening material by activating linguistic knowledge. The exercise of asking group discussion questions on the topic of the listening material and inviting them to share their experiences creates conditions for students to exchange ideas and increases their interest in the listening exercise. In the book Skillful listening and speaking, there is an exercise to predict the order of the points to be made in the lecture you are listening to. This exercise is effective not only in memorizing the knowledge of the listening material and encouraging thinking, but also in teaching the organization and interpretation of thoughts in the correct order. Before listening, the exercise of diagramming and presenting the information given in the listening material for analysis develops the student's analytical thinking skills.

Using infographics in listening exercises and connecting them with exercises increases the efficiency of the listening comprehension process and increases students' accuracy and intelligence. When used in listening training, infographics as a visual tool of audio material break down complex information into easy-to-understand components, increasing the efficiency of the process of information reception during listening. We know that students have different learning styles. Someone learns better by listening, while others prefer the visual and tactile method. One of the problems that learners face in listening comprehension is concentration, and infographics make it easier to concentrate and absorb information.

In the pre-listening phase of listening exercises, lexical exercises are also usually provided. If the teacher believes that the audio material contains unfamiliar words that are important to the student in revealing its content and performing the tasks given in the listening exercise, it is appropriate to teach them with the help of exercises before listening, but before using such
exercises, it is necessary to find out whether the taught word is worth the time and effort. Chang and Red conducted an experiment with 160 Taiwanese students and concluded that the most ineffective pre-listening exercises were pre-listening vocabulary exercises. The problem is that if students are seeing words for the first time, they cannot recognize these words in speech, and under limited time and pressure, they cannot remember the meaning of the words they have just learned. Students should also practice the technique of guessing the meaning of unfamiliar words based on the context when they encounter a text. Therefore, before listening, the teacher should consider the issues of which words to give in the exercises of working with words and summarizing these words after listening.

Before listening, the listening process can be facilitated by drawing the student's attention and clarifying the topic of the text with personal questions related to the topic of the listening exercise. These exercises given before listening in the literature we analyzed are an example of this.

As we look at listening exercises and techniques, we need to develop some rules for using them. We think these rules are:

1. The time allotted for the stage before the hearing is short and the exercises are carried out quickly;
2. Do not give too much information, considering that the purpose of the pre-listening stage is only to help the student understand the listening material;
3. Don't spend the pre-listening phase explaining what the topic is about. As Christine Nuttall says, “Never say what a student can say.”

"The history of English language teaching is littered with different approaches, unusual methods, failed techniques and their variations.” J. We can see the confirmation of Wilson's words in listening exercises more than in other areas of language teaching. For years, we have required students to do a variety of activities, such as writing down what they heard while listening, listening with their eyes closed while the teacher read the text, and falling asleep while listening to English audio. Over the years, the results of listening exercises and experiments have led to the conclusion that students need to apply the material they hear in some way. Knowing that listening is an active process in which the mind works hard, why bother students with yet another activity? First, well-organized exercises help to understand the listening material; shows important aspects of the given text and concentrates students' attention; helps to understand the structure of the text (cause and effect, problem and solution, etc.); helps to divide the listening material into sections and parts; contributes to the fun of the lesson by emphasizing interesting aspects, cutting, humor, etc. Second, listening exercises show the teacher whether or not the student has understood the material, helping us understand where to work with the student, clarify, and need additional practice.

Speakers in listening exercises should be men and women of different age groups, students should listen to different accents of the language being studied. The listener should master the female and male discourse typical of the English language, the styles typical of representatives of
various fields, and the linguistic and cultural characteristics of the language with the help of authentic materials. However, in addition to the variety of listening material, the speaker should not have speech defects, careless pronunciation and speaking in dialect. These deficits in the listener can cause the learner to acquire the language incorrectly.

In the literature aimed at the development of modern listening comprehension skills, the following listening exercises are given:

- marking of the points given in the exercise in the audio material;
- the exercise of connecting words with their explanations and their manifestations during listening (for example, connecting the given products with their useful aspects);
- the exercise of marking the correct word to complete the sentence;
- the exercise of filling the sentences with the said thoughts;
- multiple choice questions;
- the exercise of filling in the given table according to the conditions (for example, listen and fill in the table with the benefits and harms of working in public service fields);
- roughly sorting the ideas given before listening and checking during listening;
- note-taking exercises (for example, note the information coming with the main points presented);
- filling the empty spaces in the sentence with thoughts;
- write the definition in front of the given definitions;
- enter data into diagrams, pictures and maps.

When talking about exercises, we should mention that their responses are divided into two types: Productive responses and Recognition responses. Productive note taking, writing answers to questions, correcting mistakes, completing tables, diagrams, diagrams and sentences; multiple-choice, true/false, ticking words, matching or selection exercises.

During the listening exercise, exercises for understanding the content (Listening for gist) and listening for details in the audio text are performed. Before discussing the topic, analyzing the language used, and considering the peculiarities of pronunciation, students should understand the speaker's purpose for communicating. This provides the foundation and context for our text exercises. A simple example of a content exercise is What? Who? Why? to find out the main information in the text with questions that start with interrogative words such as In recent years, psychologists have made interesting findings about how our attention to detail comes at the expense of rejecting other information.

In the listening exercise, the skill of listening only to the information the student needs and rejecting other information can be formed through the following exercises:

"Bingo" - the teacher writes on the board a list of words that appear in the audio text. Students individually choose 7 words and write them down. While listening to the text, they hear and mark the words they choose. Everyone raises their hand when they find the word "Bingo". This is an effective exercise for developing selective listening skills. However, since such exercises hinder understanding of the overall meaning of the text, it is appropriate to present them after content-oriented exercises.

"Times, dates, numbers" - we can ask students to write down all the numbers they hear in the text with their explanation.

"Spot the difference" - students look at the picture and listen to its explanation. The note tells about the change in the image. Students should be able to find which changes are mentioned in the footnote.
"A story told twice" - in this exercise one story is told twice. Some numbers and information are changed when it is said the second time. Students will need to be able to find these changes.

"Mixed focus" - we divide the students into pairs and give one pair two different audio materials. For example, if two people are speaking in a text, listener 1 can listen to speaker A, and listener 2 listens to speaker B's thoughts. This exercise can be presented in different ways depending on the material used: the first group of students can be asked to write down the idioms and the others the adjectives.

Another type of exercises we do during listening is inferring exercises, "inferring" was originally used in reading exercises, and it means not presenting the details of the text at once. Reading theorists argue that such exercises encourage the learner to imagine and create text. Examples of such exercises include:

Pause and predict - these exercises are conducted to create pauses in the text that the student tries to fill in. The teacher stops the audio and asks the students what might happen next. The content, storyline, and style of the text are gradually revealed, and the listener's guess becomes clearer.

Not her, not him - listeners are given photos of 10 people. The teacher describes the pictures. Students will have to identify the picture that is not shown.

Twelve questions - 20 questions are created based on the content of the audio text. Some questions may not be answered in the text, but students will think logically and answer them.

Breaks in text or sentences, fill-in-the-blank exercises, and their types are inference exercises.

As we have seen, our pre-listening stage prepares students for the listening process by getting them interested in the topic and activating their knowledge. At this stage, the purpose of listening is also determined. In the course of listening (While-listening), students process knowledge. After listening, the results of the previous two stages are checked, concluded, debates are conducted, aspects that students find problematic are analyzed, and information exchange is carried out.

As we have seen, our pre-listening stage prepares students for the listening process by getting them interested in the topic and activating their knowledge. At this stage, the purpose of listening is also determined. In the course of listening (While-listening), students process knowledge. After listening, the results of the previous two stages are checked, concluded, debates are conducted, aspects that students find problematic are analyzed, and information exchange is carried out.

Since the post-listening stage is longer than the others, learners can analyze the language of the text: sounds, words, grammar. In our opinion, students should not be given exercises that analyze the language material after listening, but exercises that develop communication competence by developing oral speech, encouraging them to express their thoughts, exchange information, and think critically. The exercises of this phase should be interesting and motivating. Before choosing the exercises, the teacher should determine the allotted time, oral (notes) or written (marking, notes, dialogues, essay) exercises and whether the students will work individually, in pairs or in small groups. Many of our end-of-listening exercises are used as a continuation of the previous stage exercises, while other exercises are stand-alone.

Yagang offers the following typology of exercises for the post-listening stage:

- Answer multiple choice or true/false questions. These exercises demonstrate understanding of the information being presented. And Underwood says that these types of exercises are challenging exercises that require students not only to listen but also to write, read and memorize.

- Problem solving exercises. In this, students hear information about a problem and try to find an independent solution to the problem. If you find the text of the problem statement difficult to remember, you can create a summary of the information using the fill-in-the-
chart exercise for use in the post-listing phase of the listening phase.

- Generalization. Students can perform exercises such as filling in the gaps in the summarized text, choosing a sentence that reflects the content of the text from among the summarized sentences.

- "Jigsaw" listening, a term first used by Marion Geddes and Gil Sturtridge in the 1970s [11]. In this, students listen to separate parts of the same text in small groups and combine them by sharing information.

- Writing letters, telegrams, greetings, messages, etc.

- Bachs - exercises that develop oral speech, such as discussion, interview, debate, performance, simulation, drama.

After listening to the audio material and completing the exercises, students are first asked if their answers are correct. At the last stage of the listening exercise, dividing the students into pairs or small groups allows them to freely analyze their mistakes together. In this case, the teacher's role is to control the discussion process: to ask them to provide evidence from the text, to approve or reject the ideas. After the discussion in small groups, the teacher can elicit answers from the group. Comprehension questions are also important at this stage. After the text "What did you understand?" or "Work in pairs and try to summarize what you heard." Questions such as Students process information when we ask them to summarize the listening text, which is a reflection of our listening processes outside the classroom. While generalization exercises focus on the most important aspect of listening, they give students the freedom to elaborate and add to the details as they remember them. Observations show that students enjoy recalling funny or interesting details, various expressions during generalization. This exercise is called "Discuss anything you found memorable," presentation in the form of an alternative to generalization increases the student's interest. Methodists also mention such types of generalization exercises as: Take it in turns, Break it down, Note comparison, Group summary, which develop students' communicative competence, teach them to use the correct forms of words.

In listening comprehension activities, dialogue and discussion are active learning strategies used to achieve the learning objective. This method creates a positive educational communication environment between the student and the teacher and involves students in the learning process. Dialogue and discussion require understanding, analysis, evaluation, conclusion and synthesis of ideas and develop students' higher thinking skills. In addition, this method forms the skills of students to listen to others, to understand what others say based on their own knowledge and information, to analyze and evaluate, and to make judgments and decisions. The teacher should be able to use these advantages in the process of teaching English. Discussion is a genre of speech that cannot be done without listening. However, in this part of our dissertation, we will not stop at how to teach discussion, but we will limit ourselves to mentioning the technologies of using discussion in the process of listening. According to J. Wilson, these are:

- personification: asking students whether the situation is the same in their country, society, family, what are the differences, their attitude to this situation, how they behave in this situation;

- questions: the teacher creates questions based on the text and divides the group into two to ask these questions;

- judgments (statements): judgments are made based on the listening material. Students discuss whether they agree or disagree with these points;

- advantages and disadvantages: the teacher finds an aspect of the text that can be debated and the students discuss the advantages and disadvantages of these aspects [11].

Debate brings students' life experiences into the classroom and gives them an opportunity to express themselves. Viewing the student as a resource with his personal life, history, views, and stories is the most powerful tool of the methodology of recent years.
Conclusion

As we mentioned, preparing students for communication is one of the urgent problems of the English language teaching system, and the most important component of this process is exercises. It is correct to choose exercises according to the teaching content. Effective acquisition of knowledge and skills to deliver consistently is the key to a fast and effective language learning process. Understanding the importance of exercises in language teaching, knowing how to use them correctly, the methodical review of the concept of "exercise" and getting to know its structure is also an important factor [14].

It is important that the teacher is innovative and creative in listening exercises. But providing the listening process of students with creative response exercises increases the effectiveness of the modern foreign language teacher's lessons. Activities such as Genre transfer, Moral or headline, Write on, Sound effects story, Hot seat, Illustrate will develop students' stronger involvement in listening process and creativity skills. After all, as Ronald Carter said: "Creativity is not the property of certain people, but the property of all people."

As we have seen, listening exercises play an important role in preparing students to communicate in English. This is related to the importance of listening in the formation of language skills. The role of properly selected listening exercises, effectively connected with mnemonics, infographics, focused on the formation of discussion-discussion, creativity and critical thinking skills, is invaluable in increasing the effectiveness of listening exercises.

References: