

THE MAIN PRINCIPLES OF LISTENING COMPREHENSION IN THE PROCESS OF TEACHING LANGUAGE



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Abstract

This article deals with the approaches of foreign language learning by listening in a language university. Basing on integrating of the described approaches, the basic principles are defined and the strategic bases for teaching listening are described, which allow effectively organize the educational process for mastering speech activity in a language university.

Keywords: comprehension, conception, communicative activities, interactive, receptive skills, listening strategies.

ТИЛНИ ЎРГАТИШ ЖАРАЁНИДА ТИНГЛАБ ТУШУНИШНИНГ АСОСИЙ ПРИНЦИПЛАРИ

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Аннотация

Ушбу мақолада тилга ихтисослаштирилган олий ўқув юртларида хорижий тилни тинглаб тушуниш орқали ўргатишдаги ёндашувлар кўриб чиқилган. Санаб ўтилган ёндашувлар интеграциясига асосланиб, эшитиш орқали ўрганишнинг асосий принциплари аниқланган ва тинглаб-тушунишни ривожлантирувчи стратегик асослар тавсиф этилган. Бу эса, ўз навбатида, тилга ихтисослаштирилган олий ўқув юртларида нутқ фаолиятининг мазкур турини эгаллашни самарали ташкил этиш имконини беради.

Калит сўзлар: тинглаб тушуниш, концепция, мулоқот фаолияти, интерактив, қабул қилиш қобилиятлари, тинглаб тушуниш стратегияси.

ОСНОВНЫЕ ПРИНЦИПЫ ВОСПРИЯТИЯ АУДИРОВАНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ЯЗЫКУ

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Аннотация

В статье рассматриваются подходы к обучению восприятию на слух иноязычной речи в языковом вузе. На основе интеграции описанных подходов определяются основополагающие принципы и описываются стратегические основы обучения аудированию, которые позволяют эффективно организовать учебный процесс по овладению данным видом речевой деятельности в языковом вузе.

Ключевые слова: понимание, концепция, коммуникативная деятельность, интерактивный, восприимчивые навыки, стратегии аудирования.

All skills are interconnected with each other that can be demonstrated with the entirely limited certainties. As a matter of fact, two of them are considered as receptive skills: listening and reading, whereas the others: writing and speaking are productive ones. It implies all aptitudes must be possessed in the capability level of understudies. Inside this I might want to affirm the fundamental hazardous issue that understudies go over with every one of these abilities. Be that as it may, the chief testing issue is listening abilities. Listening isn't predominantly worried about hearing any sort of listening tracks, motion pictures, music and exchange. Then again it can be connected with phonetics, vocabulary, language structure subjects too. There are great deals of reasons why instructors are presently centered on the capacity to comprehend and add to correspondence. Right off the bat, students at essential schools/universities/colleges are urged to grow great listening capacities in their first language with the goal that they can be effective in ordinary correspondence. Furthermore, understudies need to create viable listening methodologies that will empower them to take in another dialect. Underwood brings up that listening is an action of focusing on the speaker and ensuing endeavor to comprehend what we hear. Despite the fact that listening might be viewed as an uninvolved procedure it isn't genuine on the grounds that we as audience members need to focus on the message to have the capacity to disentangle it. Underwood contends that hearing can be thought of as an inactive condition, listening is dependably a dynamic procedure. There are three principle stages engaged with the sound-related process:

- During the primary stage sounds are organized into important units. The way toward arranging the sounds into the units depends on student's past learning about the dialect.
- Amid the second stage we take a shot at the new data. This implies we look into words or expressions we heard with definitely known data.
- The last advance incorporates transmitting the recently obtained data into the long haul memory with the goal that we can utilize this data later (1,132).

The improvement of listening and understanding aptitude encourages students to prevail in dialect learning and increment their fathomable information. Since students' fearlessness in listening perception can be expanded, they are persuaded to approach communicated in English like discussions with local speakers. The analyst characterizes the term tuning in and listening cognizance, clarifies segments of listening perception process, explains educators' parts in listening understanding, and audits standards in showing listening appreciation. Listening appreciation is partitioned into four segments. The first is the capacity to separate all sounds,

inflection examples, and voice qualities in the second dialect and to recognize them and similar sounds in the local dialect. The second is the comprehension of the entire message expressed by a speaker. Streams (2, 78) said that the comprehension of talked messages rely upon appreciation of semantic importance, moving from what one fathoms in the sound grouping regarding the information of sentence structure just when the significance isn't reasonable. The third is the capacity to hold that message in one's sound-related memory until the point when it can be handled. To build up the students' sound-related memory, instructors should realize that they hear however much dialect as could reasonably be expected. This implies the greater part of the class time ought to be completed in the dialect being educated. The speed of introduction and trouble level of the substance must be acclimated to the students. Dialect exercises that are conceivable increment sound-related memory. The noteworthy point here is the possibility of change. The change from the less difficult to the more perplexing sentences ought to be moderate and constant. The speed of conveyance ought to be expanded in view of the students' capacity to get it. Cognizance is the discourse gathering at the syntactic, lexical, even minded, and talk levels. Subsequently the last part is perception. It includes distinctive advances:

- The initial step is to build up the specific situation. Genuine dialect occurs inside an informative system and the audience should know the structure to reproduce the speaker's message.
- The second step is to initiate related foundation information and utilize it to foresee the thoughts the message may have.
- The third step is to envision the general substance of the message. Talented listening requires that audience look forward in expectation of what is coming. They are checking the gotten material instead of endeavoring to make a surprising and quick understanding.
- The fourth step is to test the vital importance conveying parts of the material. Audience members ought to use more vitality to comprehend material about new points and they depend more on semantic intimations to compensate for their absence of foundation learning.

The last advance is to utilize the specimens to affirm or dismiss the once in the past made expectations. At the point when the examples are in accordance with audience members' expectations, they acknowledge them as being right. At the point when the specimens don't agree to their foresights, they ought to reexamine either their expectation or the material as they search for making the message important.

The analysis of modern publications on the teaching of the perception of a foreign speech by ear shows that the focus of the attention of researchers remains isolated questions and private methods of teaching this type of speech activity, usually in the secondary school, the primary level of education in a language

university or in non-linguistic universities. The difference in the methodological approaches described in scientific papers further complicates the task of creating a holistic concept of teaching listening.

Thus, it is impossible to consider the problem of creating an effective scientifically grounded system of teaching listening in a language university completely solved. We believe that the solution to this complex.

The problem in many respects depends on how thoroughly it will be considered. It should be noted that when considering any methodological phenomenon, as a rule, one approach is chosen that is most appropriate for the essence of the phenomenon under study. However, the development of the learning to perceive a foreign speech at a speech in a language university is such a "voluminous task" that a comprehensive analysis is required to solve it, which, obviously, cannot be realized within the framework of one scientific approach. Thus, the definition of the basic principles of teaching auditing in a language university becomes possible only on the basis of the integration of different, but significantly complementary approaches.

As the last, in our opinion, communicative-pragmatic, cognitive-communicative and competence approaches should come forward. The allocation of these approaches is based on the types of leading activities in the language university, which are, on the one hand, educational and cognitive, and on the other – communicative activity (in our case – audit activity).

The listed approaches describe various aspects of the educational process in a language university (subject, subject, purpose, content and conditions training) and, as a consequence, each of the approaches makes it possible to disclose the essence of the educational process at each stage, to provide awareness of its tasks and conscious "movement" to its result. In their interrelation, these approaches provide a solid basis for the implementation of an integrated model of learning centered on the linguistic personality of a student at a language university.

Listening appreciation lessons ought to have distinct objectives; they ought to be obviously expressed developed with cautious well-ordered arranging. This recommends listening exercises move from the easy to the more perplexing ones; that the students comprehend what the exercises are and are given headings in the matter of "what to tune in for, where to tune in, when to tune in, and how to tune in". Listening appreciation structure should request dynamic clear understudy member. That is, the most clear understudy member incorporates his composed response to listening understanding material and quick criticism on execution helps keep students' advantage and inspiration. This dialect aptitude ought to give an open need to making sure to create focus and should originate from the lesson. Additionally listening appreciation lessons ought to stress cognizant memory work. One of the

goals of listening is to fortify the students' prompt review to build their memory ranges. It implies that listening is getting, accepting requirements considering, and thinking needs memory; there is no real way to isolate tuning in, considering, recollecting. But this listening perception lessons should "educate" not "test." It implies that the objective of checking the students' reactions ought to be seen just as criticism, as a method for permitting the students see how they did and how they are advancing. There ought to be no pass/fail flat disposition related with the rectification of the activities. Sorts of listening activities can be partitioned into four principle bunches tuning in with no react, with a restricted react, with a long react and with a broadened react. Tuning in with no react this mirror a genuine circumstances as there are a few circumstances when no reaction is requested. This sort of activity is valuable when instructors furnish their understudies with an immense measure of listening background. Amid such activities no reaction is required however there are a few ways how instructors can identify whether the understudies are tuning in or not, for example, non-verbal communication. Tuning in with no react includes these exercises:

a) A composed content this sort contains perusing content and tuning in to it in the meantime. The benefit of this action is that understudies can secure the elocution of various expressions and words yet then again understudies won't create systems for listening appreciation with no content help.

b) Listening to book based materials-this is essentially in light of understudies' past information about surely understood stories. In spite of the fact that it is very hard to discover how great or terrible the understudies were in the listening cognizance this kind of movement is helpful as hearing a well-known material absolutely has an incentive as a kind of simple progress between tuning in for observation and tuning in for appreciation (3, 52).

Quite a few years of research and practice in showing listening understanding have yielded some commonsense standards for planning procedures that incorporate aural perception. These standards are outlined beneath. Some of them, particularly the initial two, really apply to any system; the others are more fitting to tuning in.

In an intelligent, four-expertise educational programs, ensure that you don't disregard the significance of methods that particularly create listening cognizance capability. On the off chance that your educational programs is emphatically content-based, or devoted to the coordination of aptitudes, recollect that each of the different abilities merits exceptional concentration in proper measurements. It is anything but difficult to embrace materials of simply giving understudies "a chance to understanding" dialect without watchful regard for part aptitudes. The making of powerful listening procedures requires contemplated regard for every one of the standards of listening abridged here. Advance to audiences close to home interests

and objectives. Since foundation data is an imperative factor in tuning in, consider the encounters and objectives and capacities of your understudies as you outline lessons (4, 70). Additionally, recollect that the social foundation of your understudies can be both encouraging and meddling during the time spent tuning in. At that point, once a system is connected, endeavor to build it such that understudies become involved with the movement and feel self-moved toward its last goal. Appreciation itself isn't remotely noticeable. We can't look into a student's cerebrum through a little window or some likeness thereof and observationally watch precisely what is put away there after another person has said something. We can just induce that specific things have been grasped through understudies' clear reactions to discourse. It is in this way essential for educators to outline systems such that understudies' reactions in.

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