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THE IMPORTANCE OF TRAINING STUDENTS' LISTENING SKILLS

Бугунги дунё ҳар бир соҳада тил билишни талаб этмоқда. Шу жумладан, тилларни ўқитишнинг янги методикаси ҳар бир кўникмани интеграциялаштирган ҳолда контекстда, талабаларнинг тилни ҳақиқий ҳаётда қўллай олиш қобилиятлирини ривожлантириш мақсадида, ўргатишга эътибор қаратилмоқда. Ушбу мақолада талабаларнинг тинглаш кўникмаси билан боғлиқ ўқитишдаги муҳим масалалар таҳлил қилинган.

Современный мир требует знания языков в любой области. Кроме того, новые методы обучения строятся на интеграции всех четырех навыков в контексте того, чтобы развить понимание студентом необходимости использования языка в реальной жизни. В статье рассматриваются особенности обучения аудированию студентов.

The world of today requires knowing languages in any area. In addition new methods of teaching insist on integrating all four skills in context in order to develop student's awareness of using the language in real life. The article deals with the importance of teaching listening skills to students.

Калит сўзлар: тинглаб тушунишни ўргатиш, интеграция, ўрганиш контенти, чет тиллари, когнитив ривожланиш.

Ключевые слова: обучение аудированию, интеграция, содержание обучения, иностранные языки, когнитивное развитие.

Key words: teaching listening, integration, learning content, foreign languages, cognitive development.

In connection with the intensification of the process of Uzbekistan's integration into the European and world space, employers are placing new demands on the quality of professional training, so the content of teaching in dept is focused on the development of cognitive potential and creative abilities of the individual. The strategic goal of education at the beginning of the third millennium – is to ensure continuity of education, that is, its availability for every person throughout his life, as well as creating the necessary conditions for its implementation.

As part of general education is carried nonlinear transition to a state educational standard of general education of Foreign Language(hereinafter – GEFL General Education of Foreign Language), which aims to create conditions for the

solution of the second strategic objective of the development of Uzbek education – namely, to improve the quality of education through the pursuit of new educational results. In other words, the GEFL education focuses on the achievement of a new generation quality, adequate to modern demands of the individual, society and state.

It should be noted that currently 9 classes, students are preparing for the state educational standards, approved in 2012, and their level of knowledge of foreign language communicative competence is defined in the format of the unified state examination. However, as a result of Uzbekistan's integration into common European space education has been tightening the requirements for professional foreign language training highly qualified personnel in the undergraduate and graduate programs leading to the aim of which is to develop students' ability to carry out intercultural communication in the framework of their professional activities. An essential condition for achieving this goal is the foreign language competence of the auditory. Therefore, taking into account the different levels of language training and the experience of learning a foreign language should be offered to students in the transition "school-high school" conditions conducive to the acquisition of new knowledge and improve competence in foreign language education.

Organization of educational process on discipline "Foreign Language" for undergraduate language high school at an early stage is characterized by the features of the new study:

- A sharp increase in the proportion of independent work;
- Change the nature of the system and controls;
- A comprehensive presentation of the material;
- Specialization in language teaching.

All of this is directly related to the adaptation to high school graduates of schools for the learning process, teaching which is based on the deployment of learning content.

Learning content is usually in the structuring of a certain way of teaching material: different types of exercises, aimed at shaping reading professional literature, the development of communication skills, auditory perception of material. The functional implementation of the entire system of education and the content of certain aspects connected with great difficulties:

- A small number of hours for language specialties (for instance, about 144);
- A low level of motivation in language learning;
- Low levels of verbal skills and reading skills;
- Very small vocabulary of active and passive use of the majority of applicants.

The above aspects reduce the chances of successful implementation of the practical objectives of the program, namely – to teach students to read the original literature

for the studied specialty relevant material from newspapers and magazines, online sources, and to participate in oral speech communication within the professional subjects.

So, for example for the preparation of undergraduate students in the discipline "Foreign Language" is given 144 hours of work. After testing the training is carried out with the use of authentic books. In teaching graduate students the number of hours devoted to learning a foreign language is reduced to 108 hours: 34 hours – classroom work 74 hours – independent work. Let's examine the specifics of teaching a foreign language to master.

"Foreign Language (English)" – a compulsory subject for graduate students enrolled in the direction of preparation "Jurisprudence". The purpose of training – to prepare graduates with knowledge of a foreign language by the formation of students the following aspects of foreign language communicative competence: linguistic (skills in listening, reading, speaking, writing and translation) socio-cultural, interactive.

The main objective of discipline "Foreign Language" is the formation of translation competence, that is, the development of skills of perception of information from the text in one language with its adequate transmission via text message in another language. It is necessary to provide qualified students to the analytical processing of legal professional information on the basis of assimilation of professionally-oriented and specialized theoretical and practical aspects of the target language.

In the course of development of the discipline master student must master a foreign language at a level sufficient for spoken communication, as well as search and analysis of foreign sources of information. Thus, as a result of the discipline graduate student must learn to make free use of Uzbek and foreign languages as a means of business communication.

In order to develop effective methods of teaching students to audition you must determine its lingo-deductive bases. Meaning listening comprehension is a perceptual activity that requires execution aggregate of logical operations (analysis, synthesis, deduction, induction, comparison, abstraction, specification, etc.). Meanwhile, the purpose of listening is to exchange of ideas, new information through a coherent understanding of the voice message. In the process of listening listener encountered many difficulties which have to overcome in a very short time as listening comprehension is only achieved when simultaneously copying perception and understanding of oral speech.

Methodical dictionaries define listening as a receptive kind of verbal activity, suggesting a semantic perception of oral communication: reception of linguistic forms and understanding of the content of the utterance. However when learning a

foreign language it is the ultimate goal of development of listening skills that contribute to the perception of the form and content of the utterance. The process of listening involves different levels of understanding: verbal (voice of experience students) and objective (life experience of students and knowledge of communication situations) (1, 448).

In studies of foreign and trainers in foreign languages and psychology defines the following basic mechanisms of speech perception:

Hearing the voice (speech perception and its division into semantic syntagmas);

Memory (fixing unit learns conscious); concentration of attention;

Anticipation (the process of probabilistic forecasting);

Understanding (the mental reproduction process).

Based on the levels of perception of speech are the following listening levels: elementary (formation of perceptive listening base);

Advanced (development of listening as a form of speech activity):

Mastery (where students play the role of listeners).

These levels are listening closely interrelated, since perceptual framework is the basis for the development of listening skills that facilitate communication in the target language. Each level of listening for a particular purpose:

The elementary level requires the establishment of mechanisms of perception of foreign language sounding speech;

Advanced - forming ability of perceiving and understand foreign language oral messages of a certain length and difficulty;

Mastery - mastering oral foreign language communication skills.

Recently, methods of teaching of foreign languages in high school a lot of attention paid to the problems of formation of a new type of language personality, so in the training of future professionals listening following requirements to abilities:

– To understand national linguistic identity as a generalized image of the appropriate language type on the basis of knowledge of the system-structural features of linguistic structure of the studied language;

– Penetrate through texts in different picture of the world through the study of semiotic code culture;

– Aware of the national specificity of relations between the activity-communication needs of the language person, using knowledge about the communicative situations(3, 227).

This study examines the process of listening comprehension in the classroom for practice speaking and writing in teaching students of language high school. Depending on the installation of communication are the following kinds of listening: listening to the understanding of the core content; Listening to a full understanding

of the content and meaning; Listening to the selective extraction of information; auditory of a critical assessment; Listening as a component of direct and indirect oral-verbal communication (participants act alternately as speaker, the role of the listener).

In teaching listening it seems appropriate to divide the classroom into three stages (exercises performed to listen to the text while listening to the text and after listening it). Isolation of the three phases is due to the fact that there is a gap in foreign language teaching in the bachelor's and master: the legal areas of training students study a foreign language only in the first year that is for one academic year. Then comes the break, and only three years later, they again begin their studies. In this regard, a number of problems, since students have to re-learn to take the texts by ear, because for three years they have not had the opportunity to study this discipline.

All texts for listening closely associated with the material studied in class reading. Of great importance is a preparatory stage before the listening of authentic legal texts, since it facilitates the perception of it as much as possible with the help of foreign text prediction and the introduction of a new lexical material.

Teacher, teaching graduate students 'listening skills, focused on gradual shifting focus students' attention to the total on a detailed understanding of the information, and teaches semantic prediction. Forming the base for a correct understanding, interpretation and processing of authentic professionally oriented texts contributes to the development of communicative academic competence (ability to present scientific production – the results of their research in the form of reports and presentations – in an international academic environment).

Thus, described the specifics of training to audition in not language high school provides continuity and promotes quality mastering foreign language communication competences, skills of professional communication. Continuity in foreign language teaching creates cognitive and creative individuals who can communicate fluently in a foreign language in professional cross-cultural communication.

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