THE ORIES ON LISTENING COMPREHENSION IN LANGUAGE LEARNING

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The role of English as one of the world’s international languages results in efforts to find more effective ways of teaching it as a foreign language. The role of listening comprehension in second language learning was taken for granted for a long time, little research was done and it was given little pedagogical attention. Listening comprehension was not seen as a specific methodological issue [1:43]. However, listening comprehension is one of the most important components of oral speech communication: about 40-50% of communication time is spent by adults listening. V.B.Kasevich, [3:28] arguing for the role of listening in the communicative skills, stated that more than three quarters of what children learn at school is achieved through listening. Listening is a leader among all other kinds of speech skills (speaking, reading, and writing) and it provides the basis for their development. Recently the problems of oral speech perception and listening comprehension have attracted much greater interest. Most exams now include a listening component. It is an accepted fact now that programs for teaching listening comprehension cannot be based on the intuition and experience of its authors but should be backed by scientific findings in the fields of speech perception, corpus linguistics, and etc. However, foreign language teachers often do not take into consideration the psycho-physiological and linguistic basis of the process of speech perception, which prevents them from developing purposeful and consistent programs to teach foreign language listening comprehension.

The issue raised in the work can be discussed within the following areas of focus: levels and mechanisms of speech perception and comprehension; the level of listening and speech comprehension skills of students; methods to overcome linguistic and extralinguistic difficulties in training listening skills; listening strategies; development and effective use of listening comprehension training programs.

The speech perception process is not open for direct observation; or, more precisely, it is the least explicit of the four language skills. It is a complex multilevel process which can be investigated only by modeling the mechanisms of speech perception. In the framework of foreign language teaching it is necessary to model the mechanisms of foreign language learners’ perception and compare them with the noted mechanisms of native speakers. More than that, it should be noted that a person who has just started to learn a foreign language has to rely on perception mechanisms in his native language which leads to perception interference. There is only scarce research in the field which gives data on how, for example, Russian learners perceive English, what their typical mistakes are, what is the most challenging for them in interpretation of an aural speech input.

L.Vandergrift [6:78] argues that, when listening, people draw on the following knowledge sources: linguistic knowledge, pragmatic knowledge, and prior (experiential) knowledge. They consider the linguistic source to be the fundamental one. It is represented by semantic, phonological and syntactic knowledge of the target language which helps the listener to assign meaning to the sound stream of the connected speech.

In most cases only test learners how well they can listen without actually teaching them how to listen. This tendency to test rather than teach listening continues in many classrooms to this day.

Major psycholinguistic approaches to foreign language learning agree that a learner needs to be exposed to input, however, there is no agreement on the type of input needed and how such input is processed in order to become acquired [2:1268]. The main criteria which are taken into consideration when designing listening aids are contextual, personal, criterion of authenticity, sociolinguistic, the linguistic form of the speech signal, the instructional goal, etc. Undoubtedly, the linguistic form of the materials used for teaching listening comprehension is of great importance, but it is usually only said that the linguistic form should not be too difficult for the students to process, it should correspond to their language proficiency level without explaining how the linguistic form of a speech signal can influence the process of listening or what the students should know about it to increase their awareness of what they learn to do D.Mendelsohn [4:149]
highlights a gap between the interests of listening researchers and classroom teachers, stating that classroom materials do very little to develop metacognitive knowledge by means of raising learners' consciousness of the listening process. Thus, it is of primary importance to know more about the speech perception process, to research how to listen, to explain the basic laws of the listening strategies. Understanding the process of speech perception is important because it gives clues concerning what listeners do when they are faced with deciphering aural information.

Researchers usually describe speech perception as a multilevel process involving a number of skills which allow a listener to recognize a speech signal and assign meaning from its acoustic image to its meaning. V.B.Kasevich [2:30] describes three main levels in speech perception: psychoacoustic (perception of physical characteristics of a speech signal), linguistic (phonetic, lexical, syntactical, and semantical representation of a speech signal) and cognitive (making information hypothesis about the structure of a speech sound). So listening requires the use of non-linguistic as well as linguistic knowledge. The use of linguistic cues in perception mechanisms is referred to as bottom-up processing whereas the use of contextual clues and world knowledge is referred to as top-down processing. Such mechanisms as memory (working memory, long-term memory) and probabilistic forecasting also play an important part in speech perception. It is a disputable question what can be considered a universal unit of perception. St. Petersburg linguistic school developed the statistical descriptive model of speech perception by essential linguistic features. The model helps to identify the so-called "anchor" features in the perception of the structure of a linguistic unit which help to identify the linguistic unit as a whole in connected speech. This model allows to identify essential features of linguistic units at different linguistic levels (syllable, word, sentence). The set of essential linguistic features can be identified in experiments and lies in the basis of the perception types of linguistic units. This model investigates only perception of the linguistic (surface) form of a speech signal it does not deal with semantic processing.

As F. N. Karimvand [2:1269] noted the storage of linguistic structures and functions in the mind, i.e. knowledge, is directly linked to comprehension. Thus, the listening comprehension problem can also be treated in terms of the model of the perception base of a language which was worked out by Z. N. Dzhabparidze (1985). The perception base is defined as a hierarchical system of models of speech units and correlation rules which are kept in the memory of an individual. Z.N.Dzhabparidze (1985) described the models of only phonetic phenomena (speech sounds, syllables, rhythmic structures, etc.). However, experiments (Abramov, 2004; Krause, 2002; Shern, 1992; Chugaeva, 2007; Porchesku 2013; Masalimova, Porchesku & Liakhnovitch, 2016; Gutman et al., 2014) show that listeners store in the perception base models of units of other language levels, such as words, sentences, and texts. T.N. Chugaeva (2009) defines the perception base as a hierarchical statistically distributed system of multidimensional matrices of language units, united by numerous cross-occurring perceptually relevant linguistic features including perception models of words and sentences. The notion of the perception base can have a significant practical value for teaching listening.

In the process of learning a second language a student forms the perception base of a foreign language which is developed in the process of learning. In this case three mechanisms can be singled out: a native language mechanism of perception, an authentic mechanism of perception in a foreign language and a forming mecha-
materials there should be a requirement to take into consideration the frequency ratio of the linguistic units used in the teaching materials as well as typical interference mistakes made by learners of a particular language.

This can help to prevent listening comprehension mistakes caused by cross-language interference and improve the existing listening comprehension teaching techniques and programs.

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РЕЗОМЕ
Маколда озгаки нутк алоқасининг мухим таркиби қисмдирдан бири – тин棠г тушуниш ҳакида ғап боради. Муаллифлар тин棠г тушунишнинг бир печен мухим ниязармаларни кўриб чиқишга ва ҳаётнинг тин棠г тушунишнинг ўриқатидағи ҳаётнинг ҳаётнинг психологик жараёнлари ва тин棠г ҳаётнинг ҳаётнинг жорино қилнади.

РЕЗОМЕ
В статье рассматривается один из важнейших компонент устной речевой коммуникации - audition. Авторы пытаются рассмотреть несколько важных теорий восприятия на слух и выяснить их значение в обучении аудированию. В ней рассматриваются важность аудирования в понимании языка, психологические процессы аудирования и предполагаемые коммуникативные результаты аудирования.

SUMMARY
The article deals with one of the most important components of oral speech communication as listening comprehension. The authors endeavor to review several important listening comprehension theories and figure out their significance in teaching listening. It reviews the importance of listening in language comprehension, the psychological processes of listening and the intended communicative outcomes of listening.

O'UV TOPSHIRQLARINI VAZIFASIGA KO'RA TASNIFLASH VA BLUM TAKSNOMIYASINING AHAMIYATI
G'.H.Hamroev – pedagogika fanlari bo'yicha falsafa doktori Toshkent davlat o'zbek tili va adabiyoti universiteti

Tayanch so'zlar: topshiriq, topshiriq turlari, rivojlanuvchilik topshirqlar, sinov topshirqlari, bilim, ko'nikma va malaka, Blum taksanomiyasi, bilish, anglash, qo'lash, talbib, baholash.

Ключевые слова: задание, типы заданий, задания на развитие, тестовые задания, знания, навыки и компетенции, таскономия, задания, задания на развитие, тестовые задания, знания, навыки и компетенции.

Key words: assignment, types of assignments, developmental assignments, test assignments, knowledge, skills and competencies, Bloom's taxonomy, knowledge, comprehension, application, analysis, evaluation.

Ona tili tаlimida o'quv topshirqlari zamovnaviy yondashuvlar, yangi pedagogik technologiesga asosida takomillashirishli kerak. O'quv topshirqlarini ishlab chiqishda Blum taksanomiyasiga xavshim samara berishi mumkin. Kuzatishlar o'quv topshirqlaridan foydalanish maqsadida oqoqliq borligini ko'rsatmoqda, shuningdek, o'quv topshirqlarini mazmuni ham maxsus o'rganishni talab qiladi. Jalon til o'qitish metodikasida assosiy e'tibor o'quv topshirqlarining fasilatiga qaratiladi. O'quvchida nutqiy ko'nikmalarni shakllantirish yoki shakllantirish bo'lsabchi oddiy jarayon emas, shu sababli topshiriq yoki savollar ham bir xil bo'limaydi. Faoliyatlarni tashkil etish bo'g'ichasa qancha bo'lsa, natijaga bo'lgan jarayonda massh, topshiriq va savollarning vazifasi ham shunchalik rang-barang bo'ldi.

Zamovnaviy o'qitish metodikasi o'quvchilarda, talabadalar 21- asr ko'nikmalarni shakllantirishni talab qilar ekan, demak, o'quv topshirqlarini ham zudlik bilan shu talabga moslashish kerak. O'zbek tilning ona tili va davlat tili, shuningdek, ikkinchi til sifatida o'qitilishda o'quv topshirqlarini shunchakli ishlab chiqishni savol va topshirqlardan foydalanadi. Asli ha bir savol, ha bir topshiriq puxta oy lanilgan, beliglangan meozlar asosida ishlab chiqishli lozim. Majduv o'quv topshirqlarining eng noqulay juhati hu – zamovnaviy baholashga mos kelmasligidir. Har bir massh'ulot muayyan ko'nikma yoki malakani hosil qilish uchun taqdim qilinadi. Savollarda foydalanish maqsadida ham natijalar ijjoyb emas, zero, savollar qanday vazifalarini bajara olisdi qanday ma'lumoh qilish ko'rish kerak. Mash'gulat jarayonida savoldan, avvalo, o'zlashlirigan bilimning ko'lami, sifati, yoki ma'lumotga munosabat, taffakruz bilishda foydalanish samarali bo'ldi. Zamovnaviy ta'limda xususiy birga vazifani bajarishga mo'ljallash vaqtini isro'if qilish bilan teng.

Til o'qitishda massh'ulotning bajarijadi vazifalarini, qo'llanish o'rinlarini aniqlab olish lozim. Aksariyat mamlakatlar ta'lim tizimida lingvistik topshirqlar, nutqiy topshirqlarga nisbatan ancha kam. O'zbek tili tаlimida lingvistik topshirqlar kerag'idan ortiq qo'llaniladi. Agar topshirqlar orqali lingvistik ma'lumotlar ham nutqiy ko'nikmalarni rivojlanishiga bo'syunirdirilsa, tezroq nutqiy kompetensiyaga erishish mumkin. Dunyo til o'qitish tajribasida tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarni bo'lib ularni shakllantirish bo'yicha beriladigan savol va topshirqlar baholashda juda qula tarzda ishlab chiqilgan. Baholashning quyay, samarali yo'lini ishlab chiqsa olsakgina berilayotgan ta'limning foydasi bo'ldi. Bilim ko'nikma va malakani baholay oladim, demak, u topshiriq sifatsizdir. Bu borada savol va topshirqlar ishlab chiqishda quyidagicha yondashish mumkin:

1. O'quv dasturlarida dars, mash'ulot mavzusini mantiq to 'g'ri qayd etish.
2. Ish rejalarida mavzular ko'zda tutlayotgan bilim, ko'nikma va malakalarni shakllantirish olish imkoniyatini hisobga olib tanlash.
3. Mavzuga doir o'quv topshirqlarini foydallik darajasi bo'yicha saralab olish.
4. Bugungi mavzuda asosan qanday o'quv topshirgi'dan faol foydalanish mumkinligiga to 'g'ri tasix su'qiy olish.

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1-oktyabr – Mualliflarning h米尔 ustazlar kuni

O‘zbekiston Respublikasini Presidenti Shavkat Mirziyoyev mualliflarni h米尔 ustazlar kuni bo‘yinshing o‘ylaygen saniyalar.

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