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THE ORIES ON LISTENING COMPREHENSION IN LANGUAGE LEARNING

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РЕЗЮМЕ

Мақолада қишлоқ умумтаълим муассасаларида ишлайдиган педагогик жамоа жисмоний маданият ўқитувчиларининг жисмоний маданият – соғломлаштириш ишларини такомиллаштириш ва жисмоний маданият фанидан базавий машғулотларни ўтказиш бўйича педагогик тадқиқотларнинг мониторинги натижалари келтирилган.

РЕЗЮМЕ

В статье рассматриваются результаты мониторинговых педагогических исследований по проведению базовых занятий по физической культуре и совершенствованию физкультурно-оздоровительной работы педагогического коллектива учителей предметников работающих в сельских общеобразовательных учреждениях.

SUMMARY

The article discusses the results of monitoring pedagogical research on conducting basic classes in physical culture and improving the physical education and health activities of the pedagogical team of subject teachers working in rural educational institutions.

THE ORIES ON LISTENING COMPREHENSION IN LANGUAGE LEARNING

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Таянч сўзлар: алоқа, тилшунослик, ёндашув, нутқни идрок этиш, механизм, ўқитиш методикаси.

Ключевые слова: коммуникация, лингвистика, подход, речевое восприятие, механизм, методика обучения.

Key words: communication, linguistics, approach, speech perception, mechanism, teaching methods.

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 learning 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 perception 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 this 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.

Most researchers support J.C.Richards [7:4] idea that only a professional who is well aware of the linguistic basis of speech activity can be efficient in teaching a language. However, in practice the main principle employed in second language teaching is still the principle of “self-learning ability of the perceptive system” [2:94]. The listening activities used in teaching 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 the laws of the speech perception process, to teach 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 to pass 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 P. 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. Dzharidze (1985). The perception base is defined as a hierarchic system of models of speech units and correlation rules which are kept in the memory of an individual. Z.N.Dzharidze (1985) described the models of only phonetic phenomena (speech sounds, syllables, rhythmic structures, etc). However, experiments (Abramov, 2004; Krause, 2002; Shtern, 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 hierarchic statistically distributed system of multidimensional matrices of language units, united by numerous crisscrossing 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-

nism of perception in a foreign language. The last one is greatly influenced by the native language mechanism but tries to approximate oneself to the authentic one. The stages and peculiarities of development of the perception base of a foreign language can be described by means of experimental research. There are a few works which describe language interference in the field of listening comprehension and formation of the foreign language perception base. They try to reveal linguistic features which are mostly exposed to interference in the listening process, e.g. features which are more difficult for learners of a particular language to perceive.

Listening in a foreign language is a complex task, which ranges from perception to comprehension and requires the interaction between top-down and bottom-up cognitive processes partly mediated by attention and memory mechanisms. The surface form of the linguistic unit is "invisible" for native speakers (Ventsov & Kasevich, 1994; Frumkina, 1990), but for foreign language learners it becomes of importance. Consequently, listening comprehension training programs should include enough exercises aimed at training the students to listen at the level of the surface form of the linguistic unit, especially, at lower levels of language proficiency, i.e. there should be enough exercises helping to form bottom-up processing skill.

An important mechanism of speech perception is probabilistic forecasting. G.A.Miller and J.A.Selfridge [7:176] explains the work of this mechanism in the following way: «The listener begins with the assumption of a signal at the input. On the basis of this assumption he generates an internal signal to be compared with the perceived one». In the process of developing the mechanism of probabilistic forecasting in foreign language the notion of frequency of linguistic units seems to be of great use. Speech perception experiments and research show that speech units are organized in the speech mechanisms hierarchically in accordance with their frequency of use in speech. Words are said to be processed linearly, i.e. one after another, and frequent words are recognized more easily and faster. As for grammar, Graham, S. believes that differences between spoken and written grammar show up most markedly in frequency. Frequency is understood as a property of a linguistic unit showing how often it is used in texts created in a particular language. The frequency feature turns out to be essential for perception of all linguistic units, especially if speech is perceived under not ideal conditions (noise, lack of linguistic knowledge). Spoken language makes greater use of high-frequency words of the language, so frequency data is of primary importance when we teach a language, either native or foreign one. Knowledge of frequent words or structures of foreign language supports the work of probabilistic forecasting.

Frequency information, in the fields of both grammar and lexis, can bring a realistic reappraisal of what English language content should be taught to different kinds and levels of learners in the interests of their communicative needs. Revealing frequency characteristics of words and syntactical patterns of the perception base seems to be quite promising for practical teaching. Linguostatistical analysis (content analysis) of the essential linguistic features of linguistic units or the data provided by different corpora giving information on frequency characteristics of language units can be regarded as a way to describe the perceptive models of linguistic units. These methods give information about the frequency characteristics of linguistic units and their perception image based on linguistic behavior of native speakers.

Thus, among other requirements which are usually applied in respect of listening comprehension teaching

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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РЕЗЮМЕ

Маколада оғзаки нутқ алоқасининг муҳим таркибий қисмларидан бири – тинглаб тушуниш ҳақида гап боради. Муаллифлар тинглаб тушунишнинг бир неча муҳим назарияларини кўриб чиқишга ва уларнинг тинглаб тушунишни ўргатишдаги аҳамиятини аниқлашга ҳаракат қилишади. Унда тилни тушунишда тинглашнинг аҳамияти, тинглашнинг психологик жараёнлари ва тинглашга мўлжалланган коммуникатив натижалар кўриб чиқилади.

РЕЗЮМЕ

В статье рассматривается один из важнейших компонентов устной речевой коммуникации - аудирование. 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‘QUV TOPSHIRIQLARINI VAZIFASIGA KO‘RA TASNIFLASH VA BLUM TAKSANOMIYASINING AHAMIYATI

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Tayanch so‘zlar: topshiriq, topshiriq turlari, rivojlantiruvchi topshiriqlar, sinov topshiriqlari, bilim, ko‘nikma va malaka, Blum taksanomiyasi, bilish, anglash, qo‘llash, tahlil, baholash.

Ключевые слова: задание, типы заданий, задания на развитие, тестовые задания, знания, навыки и компетенции, таксономия Блума, знания, понимание, применение, анализ, оценка.

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

Ona tili ta‘limida o‘quv topshiriqlari zamonaviy yondashuvlar, yangi pedagogik texnologiyalar asosida takomillashtirilishi kerak. O‘quv topshiriqlarini ishlab chiqishda Blum taksanomiyasidan foydalanish yaxshi samara berishi mumkin. Kuzatishlar o‘quv topshiriqlaridan foydalanish masalasida oqsoqlik borligini ko‘rsatmoqda, shuningdek, o‘quv topshiriqlari mazmuni ham maxsus o‘rganishni talab qiladi. Jahon til o‘qitish metodikasida asosiy e‘tibor o‘quv topshiriqlarning sifatiga qaratiladi. O‘quvchida nutqiy ko‘nikmalarni shakllantirish yoki shakllantirish bir bosqichli oddiy jarayon emas, shu sababli topshiriq yoki savollar ham bir xil bo‘lmaydi. Faoliyatni tashkil etish bosqichi qancha bo‘lsa, natijagacha bo‘lgan jarayonda mashq, topshiriq va savollarning vazifasi ham shunchalik rang-barang bo‘ladi.

Zamonaviy o‘qitish metodikasi o‘quvchilarda, talabalarda 21- asr ko‘nikmalarini shakllantirishni talab qilarg ekan, demak, o‘quv topshiriqlari ham zudlik bilan shu talabga moslashishi kerak. O‘zbek tilining ona tili va davlat tili, shuningdek, ikkinchi til sifatida o‘qitilishda o‘quv topshiriqlari shunchaki ishlab chiqilgan savol va topshiriqlardan foydalaniladi. Aslida har bir savol, har bir topshiriq puxta o‘ylangan, belgilangan mezonlar asosida ishlab chiqilishi lozim. Mavjud o‘quv topshiriqlarining eng noqulay jihati bu – zamonaviy baholashga mos kelmasligidir. Har bir mashg‘ulot muayyan ko‘nikma yoki malakani hosil qilish uchun taqdim qilinadi. Savollardan foydalanish masalasida ham natijalar ijobiy emas, zero, savollar qanday vazifalarni bajara olishi haqida mulohaza qilib ko‘rish kerak. Mashg‘ulot jarayonida savoldan, avvalo, o‘zlashtirilgan bilimning ko‘lami, sifati, yoki ma‘lumotga munosabati, tafakkur tarzini bilishda

foydalanilish samarali bo‘ladi. Zamonaviy ta‘limda vositani birgina vazifani bajarishga mo‘ljallash vaqtni isrof qilish bilan teng.

Til o‘qitishda mashqning bajaradigan vazifalarini, qo‘llanilish o‘rinlarini aniqlab olish lozim. Aksariyat mamlakatlar ta‘lim tizimida lingvistik topshiriqlar, nutqiy topshiriqlarga nisbatan ancha kam. O‘zbek tili ta‘limida lingvistik topshiriqlar keragidan ortiq qo‘llaniladi. Agar topshiriqlar orqali lingvistik ma‘lumotlar ham nutqiy ko‘nikmalarni rivojlantirishga bo‘ysundirilsa, tezroq nutqiy kompetensiyaga erishish mumkin. Dunyo til o‘qitish tajribasida tinglab tushunish, gapirish, o‘qish va yozish ko‘nikmalari bo‘lib ularni shakllantirish bo‘yicha beriladigan savol va topshiriqlar baholashga juda qula tarzda ishlab chiqilgan. Baholashning qulay, samarali yo‘lini ishlab chiqa olsakgina berilayotgan ta‘limning foydasi bo‘ladi. Bilim ko‘nikma va malakani baholay olmadimi, demak, u topshiriq sifatsizdir. Bu borada savol va topshiriqlar ishlab chiqishda quyidagicha yondashish mumkin:

1. O‘quv dasturlarida dars, mashg‘ulot mavzusini mantiqan to‘g‘ri qayd etish.

2. Ish rejalaridagi mavzularni ko‘zda tutilayotgan bilim, ko‘nikma va malakalarni shakllantira olish imkoniyatini hisobga olib tanlash.

3. Mavzuga doir o‘quv topshiriqlarni foydalilik darajasi bo‘yicha saralab olish.

4. Bugungi mavzuda asosan qanday o‘quv topshirig‘idan faol foydalanish mumkinligiga to‘g‘ri tashxis qo‘yib olish.

M A Z M U N Í

1-oktyabr – Muğallimler hám ustazlar kúni

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