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Psycholinguistic features of teaching listening to students of higher educational institution

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Abstract- *The article discusses the psycholinguistic features of teaching listening and the development of a methodology for improving listening skills to students of a higher educational institution. As we know listening is one of the most difficult types of speech activity to be learned in the process of mastering a foreign language.*

Key word: *listening skills, development, professional competence, audition, correctness, accuracy, incomprehensible.*

INTRODUCTION

The intensive socio-economic and political processes taking place in the country and in the system of education of the Republic of Uzbekistan require the revision of the content of education in accordance with world standards. Consequently, the core problem running through the entire system of lifelong education is the training of a qualified specialist who is able to creatively approach the solution of his tasks using scientific knowledge with a high level of technological culture and professional competence. All the above mentioned correlates with the main principles presented in the law of the Republic of Uzbekistan on education in 1997 and the national training program (1997).

Aim: development of a methodology for improving listening skills of students while teaching a foreign language at a higher educational institution.

Mastery of a foreign language is one of the important tasks for improving the quality of training of highly qualified personnel, the need for which is increasing every day due to the expansion of economic, political and cultural relations of the Republic of Uzbekistan with other countries.

Materials and methods

With a communicative approach to teaching foreign languages, much attention is paid to entering intercultural communication, in this regard, the problem of mastering direct dialogue communication and indirect dialogue communication is relevant. In the course of direct and indirect communication, of course, it presents certain difficulties in the perception and understanding of foreign language speech, which sometimes leads to a misunderstanding of the participants in the communication. Therefore, there is a need to increase the proportion of listening in the modern educational process in a higher educational institution. At present, it is important to involve modern technical teaching aids such as video, television, computer technology, representing the authentic context of the life of the native speakers of the target language.

What is audition (listening)? It is a receptive activity, which is the simultaneous perception and understanding of spoken speech. Semantic perception of speech by ear is a perceptual, mental-mimic activity that is carried out as a result of performing several complex logical operations such as analysis, synthesis, deduction, induction, comparison, abstraction, concretization, and others. The process of perception consists of the analysis and synthesis of different-level linguistic units (phonemes, morphemes, words, sentences), as a result of which the perception of sound signals is transformed into a semantic record, that is, semantic understanding occurs. (I.P.Zimnyaya, 1991).

The listening process begins with perception. It can be right, wrong, exact, and approximate. The correctness and accuracy of perception are based on careful work on the development of hearing and pronunciation skills. Perception should be fast, it should be equated to the rate of speech of the speaker, namely to the speech of native speakers. Perception is accompanied by the process of recognition or identification of words, word forms, structures. At the same time, there is a process of comprehension. You need to understand what this is about. Comprehension is possible when there is not a word-for-word translation, but the strengthening of words into semantic blocks.

In the process of linguistic communication, simultaneous recognition prevails, although elements of successiveness are not excluded. The presence and development of logical operations depend, therefore, on the type of understanding of the direct (discursive) or indirect. The latter is characterized, in particular, by the convolution and contraction of mental operations carried out in the internal speech.

Perceiving speech, the listener transforms sound images into articulatory images using a motor (speech-motor) analyzer. A strong functional connection is established between the auditory and speech motor analyzers. As for the visual analyzer, it is known that optical signals are superior to all others in obtaining information about the outside world. During listening and listening, the visual analyzer greatly facilitates the perception and understanding of speech by ear. Such visual supports as speech organs, facial gestures and others reinforce auditory sensations, facilitate internal pronunciation and understanding of the meaning of speech, which makes it possible to perceive speech messages, predict and generalize.

In listening, a phrase as one of the units of perception is understood not by analysis and subsequent synthesis of its constituent words, but as a result of recognizing informative features. According to B.P.

Snednikov, intonation is considered to be the most informative feature, since it has perceived qualities, thanks to which the auditor can segment speech into syntactic blocks, understand the connection between parts of the phrase, and, consequently, reveal the content. According to V.A. Artyomov, intonation has such speech functions as communicative, syntactic, logical and modal. When perceiving speech messages, first of all, the communicative plan of the utterance is recognized, and intonation is one of the main structural features by which communicative types of sentences are distinguished: narration, question, exclamation. Performing these functions, hearing simultaneously develops indicator signs that are necessary for the successful functioning of short-term memory.

According to I.M. Feigenberg, listening is associated with a complex process of searching and choosing informative features from several possible ones, which depends on the presence of associative links in the listening person, established as a result of language experience. Some of these ties are firmly entrenched and are likely to emerge. At the same time, there is an "inhibition of the emergence of inessential features", that is, side links that are not related to the context. When perceiving speech in the native language, the selectivity of connections is carried out quite easily, as, for foreign speech, the listener must operate not only with an active vocabulary but also a passive one, acquired mainly in the process of reading. The visual image of the word imprinted in memory is not always easily associated with the auditory one.

Results and discussion

Also, one cannot fail to mention the so-called potential vocabulary, which was not at all in the linguistic experience of students (words of foreign origin are complex or derivative words formed from affixes known to students).

The linguistic basis of forecasting at the level of phrases is also the types of syntactic connections, the ability to retain in memory traces of a series of words, that is, to slow down a premature conclusion about the meaning of a statement based on a part of a sentence. Complex syntactic constructions are especially difficult. To understand them, as suggested by A.R. Luria, an intermediate transformation is required, providing the mental segmentation of complex phrases with a simultaneous, rather than sequential, visibility of the entire structure. Prediction at the text level comes with additional complications. Even an experienced auditor is not always able to retain all information, to combine disparate facts into a general context, to understand the motives and hidden meaning of the message. This requires focusing attention, interest in the topic of the message, a certain speed of mental processing of information.

While listening to speech in the native language, the meaning of the statement is most often predicted. Forms and content in this case form a complete unity. There is no such unity in the perception of foreign language speakers. According to the opinions of N.L. Bim and E.I. Passov language form has long remained unreliable support for semantic forecasting, although it is on it that the listener's attention is concentrated.

Based on the experimental data of D.I. Uznadze, two reasons can be distinguished that impede auditory perception and understanding:

- 1) Focus of students' attention only on the general content and inability to understand secondary, but extremely important, for a deeper understanding, information
- 2) Too fast switching of attention from linguistic form to content.

The second case is most typical for listening to difficult or emotionally presented texts. The nature of the errors (permutations, omissions, the attraction of modal-evaluative words and whole phrases that did not have a place in the original speech message, etc.) shows that semantic forecasting in students is based on fantasy and speculation of incomprehensible facts without taking into account the linguistic form of the message. In a word, listening associated with understanding other people's thoughts and intentions underlying the utterance presupposes the presence of a sufficiently high level of development of lexical, grammatical and phonetic automatisms (T.F. Vekshina). Only under this condition can the listener's attention be focused on the content.

Conclusion

Listening is one of the most difficult types of speech activity to be learned in the process of mastering a foreign language. It provides an opportunity for indirect and direct communication in a foreign language. The formation of listening skills and abilities presupposes the mastery of several operations: the recognition of the sound flow, the perception of the meaning of the audited units and the identification of significant information in the audited text. In the course of listening, the listener performs a perceptual-mnemonic activity and mental operations of analysis, synthesis, deduction, induction, comparison, opposition, concretization, etc. memory and comprehension.

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