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SOCIO-PEDAGOGICAL NEED FOR DEVELOPMENT OF LISTENING IN SECONDARY SCHOOL

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Abstract: This article is aimed at identifying the socio-pedagogical need for the development of listening skills in secondary school students. Listening comprehension is also a type of speech activity. He participates in receptive speech activity. Listening comprehension is the process of listening to the speaker's speech on the radio, tape recorder, recording and receiving information during a conversation. Listening comprehension is also referred to in some literature as listening comprehension. This is a complex speech activity, because the listener must be able to quickly take shape, quickly understand the content, memorize it, otherwise there is no source, conditions, means for its repeated study, reading and understanding.

Keywords: Listening, speech activity, receptive speech, communication, speech, audiovisual means.

Introduction

During the years of independence, the field of education has been radically renewed, and a great deal of experience has been accumulated in the application of advanced teaching methods and techniques. Today the world is developing rapidly. A modern approach to teaching in a general education school, the use of the most advanced technologies in teaching has become a requirement of the time. General secondary education as one of the foundations of the future is one of the key links ensuring the transformation of students into perfect people in the future. It is known that many psychological aspects of a person, including his thinking, culture, in particular, positive or negative features of speech etiquette, are assimilated by him at this age [1].

The interlocutors take turns speaking in accordance with human habits and trying to understand each other by listening. It is known from life experience that the oral expression of one's opinion (oral speech) is a type of speech activity that many people like. Different information is obtained if you listen to and understand another person. Verbal communication is a necessary human need. In the process of listening, there are times when the speaker does not fully or partially understand the expressions of the expression. The main reason for this is that not enough

attention is paid to teaching listening. Listening comprehension refers to vocal speech, speaking, listening, comprehension and understanding. In general, "speaking" refers to speaking, listening, reading comprehension, and writing.

Literature review

Taking into account the age and psychological characteristics of students, their native language helps them master the topics of the curriculum, think independently, express themselves freely, listen to others, think, highlight the most important thing, put forward their ideas in order to prove, generalize and summarize. This is a time requirement for the development of advanced teaching methods and exercises that teach, stimulate students' interest in the use of language material, create the need to use the language in practice, and is recognized as a factor in increasing the effectiveness of teaching the native language [2].

The mother tongue is one of the leading academic disciplines in the development of students' listening skills in the form of personal qualities. The product of independent thinking appears in student-created texts. This means that in order for the texts created by the reader to be at a high level, students need to be taught

to listen and understand more. The question "The goal of teaching in your native language is to be able to express your views in your native language completely independently, freely, beautifully and concisely" requires the organization of education based on modern requirements. When lessons become a creative process in cooperation between teacher and student, the student's knowledge becomes thought, and thought becomes creativity. For this, it is necessary to try to adapt each lesson to the formation of students' skills of creative thinking [3; 26-p.].

However, it is said that it is customary to teach listening comprehension in four stages:

Step 1. Conditional communication exercises designed to teach listening (preparatory exercises);

Phase 2. Performing communication exercises designed to teach listening (brainstorming, communication exercises);

Step 3. The stage of listening and understanding the audio text;

Stage 4. Testing and assessment of listening skills [4].

The teacher uses interactive learning to develop students' skills, independence, self-control, self-management, effective communication, work with peers, listening and understanding their opinions, independent, creative, critical thinking, the ability to cope with difficult situations culture.

The acquisition of speech culture is primarily due to such lexical factors as profound knowledge of the native language and the existing means of its expression, adherence to the norms of the literary language; secondly, it depends on socio-psychological factors, such as adherence to certain ethical standards when speaking, attention to one's speech and the speech of others, correct speech, listening, communication, knowledge of the culture of debate.

Research methodology

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "On approval of improved state educational standards for general secondary and secondary specialized, vocational education" plays an important role in improving the quality of education in accordance with modern standards requirements [5].

Research has shown that students' listening comprehension is less developed than reading comprehension. When the reader reads, sees and learns more than he hears, the reason is that listening comprehension is a complex speech activity. Listening comprehension also helps with other speech activities. This is an integral part of speech. Both listening comprehension speech constitutes oral speech. Experience has shown that as listening comprehension develops, speech also develops, and the reader is particularly well involved in dialogue. Information comes through both listening and reading, so both are receptive speech.

The reader is able to quickly recognize and understand words that are read and pronounced correctly. Learning listening comprehension through learning is both a tool and a goal. When it is a medium, he acts as an intermediary in the oral explanation of language material, in teaching other speech activities, and when this is the goal, he is designed to obtain information by listening to speech. The main purpose of listening is to listen and understand unfamiliar text, speech based on familiar language materials.

Analysis and results

In this area, it is necessary to distinguish between two closely related terms: "listening" - listening (say a little - listen a lot) and "hearing" - receiving sound through hearing (ear).

When listening to speech in the native language, the form and content are perceived as a single whole, in the native language the means of expression (linguistic material) and the expressed content (text) are combined, lexical and grammatical phenomena are well mastered.

comprehension, in other words, lexical and grammatical listening skills must be well formed. Thus, as a result of the formation of lexical, grammatical and pronunciation skills of listening comprehension, the skills of this type of speech activity are formed.

The language units used by the listener (auditor) and the speaker (speaker) are easier to understand if they fit together. This, in turn, depends on language experience. Listening comprehension is a three-stage activity in which the content of speech is perceived, studied and understood behind general auditory perception (acoustic apperception), sound phonemic differentiation and understanding of meaning. Consequently, the topics and situations of speech recommended in the early stages of learning are familiar to students, they are known in advance, and the language material is completely new, unfamiliar to them.

Audio texts selected for listening should be age appropriate, educationally relevant, informative, rich in interesting topics, including monologues and conversational forms of speech. The main sources of information coming through the auditory sensor and analyzer are the teacher's speech, audio and video recordings from audio equipment and radio broadcasts, audio tape from audiovisual media, a film (or part of it) and television programs.

Successful listening comprehension includes three factors: the listener's self-confidence (development of listening skills, memory, attention span), listening conditions (speed of speech, volume and shape of language material and duration of speech) and, finally, the material used, linguistic aspects (is it suitable listener for language experience).

Another important question is to determine what causes ease or difficulty in understanding the text being listened to. It is also important to know the problems and their causes.

Conclusion and recommendations.

In this situation, when teaching communication is a priority, the organization of

listening lessons in schools and universities on the basis of communicative principles, the development of its methodological technology, inclusion in the curriculum as a separate lesson, assessment criteria for this type of communication, the need for identification increases. It is known that listening lessons are organized when students develop grammatical, lexical, perceptual (perceived) skills and competencies in a specific educational material. Failure to comply with such a system can lead to a misunderstanding of the phonetic, grammatical and lexical laws of audible speech, which will lead to a complete misunderstanding of the audible information. From this it follows that the formation of listening skills and competencies is inextricably linked with the formation of pronunciation, lexical, grammatical skills and competencies.

It is also important that the content of the audio text correlates with the previously studied lexical and grammatical material, the speed of speech, the exercises are aimed at developing the auditory memory of students, the content of the audio text is expressed through audiovisual means that affect all the feelings of students.

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