



LISTENING COLLABORATIVELY IS AN ART TO ENHANCE THE ROLE OF PERCEPTION IN LISTENING COMPREHENSION

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ABSTRACT: - This article discusses listening collaboratively, increasing the role of perception in listening comprehension. Over the years, part of the field of language learning has been collaborative learning. In order to follow the principle of learning in small groups or in pairs in foreign language teaching, we have achieved a number of successes by learners today.

KEYWORDS: Collaboratively, increasing the role of perception in listening comprehension.

INTRODUCTION

Listening comprehension can take place in a variety of situations. For example, in direct communication with the interlocutor, in training sessions, in the theater, on the radio while listening to the phone, and so on. Foreign language teachers, on the other hand, need to be creative with these requirements. The following psychological mechanisms serve for listening comprehension: the ability to listen to speech, attention, long-term and

short-term memory, anticipation, and reasoning. Through problem-solving, students achieve collaboration with each other, through mutual support and active participation (Jacobs and Hall 1994), and through strategic learning in conjunction with theory, as well as the ability of learners to practice their legal personal language skills gives the result.

THE MAIN FINDINGS AND RESULTS

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In teaching listening comprehension, this speaking activity undoubtedly invites teachers to the competition. For listeners, the focus is on paying attention to specific words and phrases while listening to the sound.

The ability to listen to speech consists of the following components:

- a) Ability to listen phonemically,
- b) Ability to listen phonetically,
- c) Ability to listen intonation.

The ability to listen phonemically serves to think about the phonological (semantic) features of phonemes. As a result, the listener thinks of the word clock from the word through the sign of the length or shortness of the vowel.

The ability to listen phonetically serves to think about the phonetic (meaning-inseparable) properties of speech sounds. The inability to distinguish the phonetic properties of speech sounds and, as a result, the inability to express them leads to an accent.

The ability to listen intonation serves to differentiate the intonational structure of a sentence.

Also, many teachers make mistakes in the texts they receive for listening.

By 2002, the development of listening comprehension teaching when teachers were interested in the process had borne fruit. In developing listening comprehension teaching, teachers allowed listeners at the beginning of the lesson to take the opportunity to be prepared by first listening to the dictionaries on tape. After listening to the text, students were asked to answer a series of questions, and pronunciation exercises were performed in this way.

Attention plays an important role in the process of listening comprehension. Listening comprehension in a foreign language requires students to pay attention to the content and form of speech. Teaching students to listen and understand is reflected in the formation and development of skills and abilities to understand the content and form of speech. Such skills and competencies are formed and developed through special exercises. Students first complete preparatory exercises that focus on form.

New publications on listening comprehension reflect new ways of teaching listening comprehension. These new methods give useful results to the learners of the lessons conducted by listening to the messages, speaking.

Collaborative learning is the best art of learning, and it is convenient and rewarding for students to work in pairs with their peers because during listening, students are busy exchanging ideas with each other.

The following article introduces you to the step-by-step method of cooperative listening comprehension.

The use of techniques for intermediate learners in teaching English requires skill. In this case, regular listening comprehension is carried out in courses of several hours per week.

This method consists of several steps:

1. The teacher divides the students into pairs or groups of 4 and asks questions on the topic listened to.
2. Write down the topic you are listening to and try to answer the questions. The teacher also tells the students to remember to work collaboratively on the task, in which grammar plays a major role.

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3. At the end of the listening comprehension course, students think about the information they have received with each other or with group members by answering questions. The teacher guides the students and asks each student to say what method they used to say what they understood.
4. Each pair or group provides information. A brief summary of the topic is given. The teacher can write down what they are saying on the board. The group also writes down what the result is.
5. The teacher again repeats the same text to the students to check whether their answers to the questions asked are correct or incorrect.

The text is then discussed between the groups. Such a method leads to a high level of result. From a perspective, some students ask for explanatory ways to make it easier to understand with their classmates when using such methods.

This has been successful in applying listening comprehension to first-year students, and as a result, strengthening the listening comprehension strategy through the mind has become a tradition in pedagogy when discussing the benefits of a collaborative listening method.

First, listening comprehension is allowed to be taught to more weak students, who are better able to understand how to listen than gifted (strong) students, to be able to comprehend what is being said through comprehension;

Second, they are allowed to collaborate with other group members, including knowing what method the teacher is using. Finally, it became clear from the responses and requirements that the goal could be achieved by providing support to

students or by strengthening their strategic efforts;

Improving learners' listening comprehension skills Collaborative listening techniques discussion suggests that it is important to rely on traditional pedagogy in listening.

First, it allows weak learners to develop listening and comprehension skills through gifted learners and to be effective in speaking it;

Second, the use of such skills by learners provides a convenient opportunity to work with other peers (other than the teacher).

Thus the results of the teaching method of the answers and requirements will help the students. Listening comprehension occurs in a limited time frame. One of the most important mechanisms of listening comprehension is memory, which consists of two types: a) long-term b) short-term (operative) memory. Long-term memory preserves a person's knowledge in all areas. In the process of listening comprehension, recognizing phonemes and words, understanding sentence structure and meaning depends on long-term memory.

Short-term memory serves to remember acoustic signals that occur in series as an object of perception in the process of direct communication.

The sequence of signals complicates the analysis and synthesis process. To select a word, the listener must remember the sequence of sounds in the word. This function is performed by short-term memory, i.e., the operative memory is stored until the newly understood units of speech, words, sentences, several sentences, a whole message, the information is understood by the listener.

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For the listening comprehension process to be successful, the listener must overcome certain difficulties. These challenges are as follows.

1. Related to the individual-age characteristics of the listener difficulties.
2. Difficulties associated with listening comprehension conditions.
3. Linguistic difficulties.

Conditionally a) the addition of auditory and visual bases in the process of listening comprehension facilitates the understanding of the content of the text.

The listener not only faces psychological difficulties, but also linguistic difficulties.

However, it is also possible to observe a general situation that is difficult to understand in all languages. Linguistic difficulties can be related to phonetics, vocabulary, grammar, and stylistics. Lexical difficulties are related to understanding the meaning of words. Grammatical difficulties may be related to morphology and syntax. Grammatical homonymy also makes listening difficult. The result of the listening comprehension process is whether or not the listener understands the content of the text.

CONCLUSION

Understanding sentences depends largely on the syntactic nature of the sentence. The main difficulty arises from understanding the logical-grammatical structure of compound sentences.

The authors of "Methodology..." note that there are the following stages in the process of understanding:

1. Superficial understanding;
2. General understanding;

3. Full understanding;
4. Critical understanding.

Listening comprehension is taught using a special exercise system. Such exercises can consist of two groups: 1) preparatory exercises; 2) speech exercises. Preparatory exercises aimed at overcoming linguistic difficulties form a number of skills in the listener.

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