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УГУУГА ҮЙРӨТҮҮНҮН ЖОЛДОРУ

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ПУТИ ОБУЧЕНИЯ СЛУШАНИЮ

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APPROACHES OF TEACHING LISTENING

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Бул макалада угуу коммуникациясынын актуалдуулугу жана анын кепти түзүүдөгү, адамдар менен пикир алышуудагы негизги ролу жөнүндө маалыматтар берилген. Угуу коммуникация процессинде кабарлоону так кабыл алуу жана интерпретациялоо жөндөмдүүлүгү катары сүрөттөлөт. Угуу натыйжалуу коммуникациянын ачыкчы болуп эсептелет. Оңой болгон кабарлоону угуусуз туура эмес түшүнүүдөн натыйжалуу коммуникация үзүлөт да, кабарлоону жөнөткөн тараптын көңүлү калышы же ачууланышы мүмкүн. Угулуп жаткан нерсени пассивдүү кабыл алууда же жазып алууда угуучулар өздөрүнүн билимин жана лингвистикалык билимин текстте камтылган маалыматка кошуу менен өздөрү угууп жаткан нерсени интерпретациялоого активдүү кызыгышат. Тилди үйрөнүү көздөлгөн угуу чыгууну талап кылат, мында тыбыштарды аныктоо жана алардын маанисин кабылдоо стратегиясы пайдаланылат.

**Негизги сөздөр:** коммуникация, контекст, каталар, креативдүүлүк, инновациялык иштер, баалоо, угуучу, лингвистика, интерпретация, стратегия.

В этой статье описывается то, что слушание – это способность точно принимать и интерпретировать сообщения в процессе коммуникации. Прослушивание – это ключ ко всей эффективной коммуникации, и без возможности эффективно слушать сообщения, слушающие могут понять информацию, текст и другие, неправильно – коммуникация в таком случае разрушается и отправитель сообщения может быть глубоко разочарованным, что может привести его к раздражению. Вдали от пассивного приема и записи слухового ввода слушатели активно вовлечены в интерпретацию того, что они слышат, принося свои собственные знания и лингвистические знания в информацию, содержащуюся в тексте. Изучение языка требует специальной подготовки для преднамеренного прослушивания, в котором используются различные стратегии для определения звуков и понимания их смысла.

**Ключевые слова:** коммуникация, контекст, ошибки, креативность, инновационные работы, оценивание, слушатель, лингвистика, интерпретация, стратегия.

In this article describes listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from

them. The message should be given clear and accurate to the listeners. The interpretation will be clear if sender gives clear messages to receiver. As a result, the communication gives positive results.

**Key words:** communication, contexts, mistakes, creatively, innovative works, evaluate, listener, strategies.

**«The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention» - Rachel Naomi Remen.**

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability<sup>1</sup>.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the

<sup>1</sup> Approaches to the development of listening skills in ELT: A state of the art; M.A. Esperanza... 2009. - PP. 27-29.

communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

There are 5 approaches in the listening model:

1. Appreciative;
2. Emphatic;
3. Comprehensive;
4. Discerning;
5. Evaluative;

The mark of a good educator and trainer is someone who can format, and re-format, any content to reach each listener. Using these 5 approaches depends on the environment in which you are involved. The selection of the approach also involves the 3 environmental factors of focus, motivation, and behavioral indicators. Those who choose to be better communicators will combine the approach with the environmental factor, and create a successful listening style.

Appreciative approach is used when the listener wants to be entertained and feel good about them. Details of the conversation or presentation have little relevance to the listener.

The listener who continually uses this approach might find more miscommunications because he or she lacks attention to details. This approach is proper to use when the focus is laid back and relaxed and the motivation to listen is for entertainment, inspiration, or enjoyment. Behavioral indicators of this approach are:

- paying attention to the style of the presentation then the actual content;
- responding to the color, sound, or language;
- and appearing to be relaxed;

Emphatic listener is one who wants to reassure the speaker that they understand the message being communicated. Listeners who use this approach tend to give the feeling that they really do care. What they will listen for are emotions in the message. If technical data is being given, the empathic listener will tend to miss much of the message.

Focus of the empathic listener is to support the speaker as they talk through concerns. If there are no concerns and only factual information is given, the listener will become disinterested in the topic. This listening approach is motivated by providing an opportunity for the speaker to share thoughts and feelings. They tend to accept the message without judgment so that they can learn from the speaker's experiences. Empathic listeners will ask open-ended questions to keep the message moving, allowing the speaker to share without fear. Psychologists use this approach with their patients in sessions to help draw out information that otherwise might not become known.

This is a good approach during training and safety meetings unless the information is of a technical nature. If a test follows, there is another approach that works best: the comprehensive approach.

People who exhibit the Comprehensive approach to listening want to understand what is being said. They do this by carefully organizing the information and tying it into what they already know. If a speaker seems disorganized, the comprehensive listener will organize the information in their mind so they can understand the topic. The comprehensive listener focuses on the topic by organizing the information being presented so that it makes sense to them. They are motivated by relating the topic to their own experiences. They also seek to understand the main idea and how it is supported by the speaker's message. Behavioral indicators of this listening approach are elaborating on what has been said and summarizing the message. The comprehensive listener will often replay the message in his or her own words. During refresher training and job briefings, the comprehensive approach works well.

Individuals who use a Discerning approach to listening are usually note takers. The details of a subject are of great interest to this listener. In addition to paying attention to the details of the subject, this listener watches for distractions and frequently will disconnect from conversation if they are unable to concentrate on the subject. Discerning listeners focus on getting all the information they can. They are motivated to determine the main message, decide what is important, and make sure nothing is misused. Asking questions to clarify is one of the primary behavioral indicators. This type of listener often wants to ensure that he or she has accurately recorded information and often asks the speaker to repeat the information. When working in a high-risk environment, the discerning approach is the most effective way to listen. Writing down the information helps the brain "lock the information in" and causes us to not miss a potential hazard. Additionally, the listener may be required to "read-back" the information to confirm the details. Looking for the facts to back up what the speaker says is a tendency of the Evaluative listener. If the information is not backed up by verifiable facts, this listener will discount the speaker as a non-expert. An evaluative listener might have a mental argument with the speaker and not respond to the information until the content is verified. If this listener doesn't like what the speaker is saying, he or she will mentally "check out" and may even physically leave the conversation. The evaluative listener's focus is to make a decision based on the information provided. This type of listener is motivated to judge the information by personal beliefs and the speaker's motives. Behavioral indicators of the evaluative listener may include

the tendency to actively agree or disagree with the speaker as well as the inclination to give advice to the speaker.

This listening style can be useful when conducting “best safety practice” reviews. Questioning why a process or procedure is done can be helpful. However, be careful of overusing this style because others may feel uncomfortable. They may feel that you are challenging them unnecessarily.

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