

SCIENCE
PROBLEMS.UZ

ISSN: 2181-1342 (ONLINE)

№ 9 (3) - 2023

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРЬ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ

ELECTRONIC JOURNAL



ISSN: 2181-1342 (Online)

Сайт: <https://scienceproblems.uz>

DOI: 10.47390/SCP1342V3I9Y2023

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**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАРИ:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Ақтамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети.

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари электрон журнали 1368-сонли гувоҳнома билан давлат рўйхатига олинган.
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Таҳририят манзили:
Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА

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13.00.00- Педагогика фанлари

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THE ROLE AND SIGNIFICANCE OF LISTENING IN THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS IN RUSSIAN LESSONS

Abstract. This article gives the author's opinion on the role and importance of listening in the formation of communicative competence, pays attention to the mechanisms of language learning through listening and communication in this language. The emphasis is on situations that require the attention of a student studying a foreign language in the process of listening.

Key words: listening, communicative competence, formation, training, Russian language, communication.

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РОЛЬ И ЗНАЧЕНИЕ АУДИРОВАНИЯ В ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА

Аннотация. В данной статье дается мнение автора о роли и значении аудирования в формировании коммуникативной компетенции, уделяется внимание механизмам обучения языку через аудирование и общение на этом языке. Акцент делается на ситуации, которые требуют внимания студента, изучающего иностранный язык, в процессе аудирования.

Ключевые слова: аудирование, коммуникативная компетенция, формирование, обучение, русский язык, общение.

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РУС ТИЛИ МАШҒУЛОТЛАРИДА ТАЛАБАЛАРДА КОММУНИКАТИВ КОМПЕТЕНТЛИКНИ ШАКЛЛАНИШИДА ТИНГЛАБ ТУШУНИШНИНГ ЎРНИ ВА АҲАМИЯТИ

Аннотация. Ушбу мақолада муаллиф томонидан тинглаб тушунишнинг коммуникатив компетентликни шаклланишидаги ўрни ва аҳамияти ҳақидаги фикр – мулоҳазалари берилган бўлиб, тинглаш орқали тилни ўрганиш ва мана шу тилда мулоқотга кириш механизмларига эътибор қаратилади. Тинглаб тушуниш жараёнида у ёки бу чет тилини ўрганаётган талабанинг эътибори қаратилиши зарур бўлган ҳолатларга аҳамият берилади.

Калит сўзлар: тинглаб тушуниш, коммуникатив компетентлик, шакллантириш, ўқитиш, рус тили, мулоқот.

DOI: <https://doi.org/10.47390/SP1342V3I9Y2023N39>

Introduction. At present, the formation of communicative skills is the main task of teaching a foreign language. When teaching Russian as a foreign language through the solution of a communicative task, the educational, educational, developing goals of forming a comprehensively developed personality capable of using the Russian language as a communication tool in the dialogue of cultures and civilizations of the world are achieved.

The main goal of teaching the Russian language is to develop the student's ability to communicate in Russian. Consequently, students must master the target language as a means of communication, be able to use it in oral and written speech.

The oral form of communication includes listening and speaking.

Listening is a type of speech activity that involves understanding the speech perceived by the ear. Listening is the basis of communication, mastering oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory during listening, and, based on the communication situation, understand the perceived sound chain. At the same time, the process of perception takes place at a certain pace, characteristic of this language.

Listening comprehension is closely related to speaking - the expression of thoughts by means of the language being studied. Speaking and listening are two interrelated aspects of oral speech. The listening and speaking phases of communication alternate. Listening is not only the reception of a message, but also the preparation in inner speech of a response to what is heard.

Thus, listening prepares speaking, and speaking helps to form listening comprehension.

Literature Analysis and Methodology. The term "listening" (in the foreign methodology "Listening comprehension") was introduced into the methodology not so long ago and means the process of perception and understanding of speech from the ear. Listening is a receptive type of speech activity, which is the simultaneous perception and understanding of speech by ear [1, 161].

Galskova N.D. and Gez N.I. characterize "auditing" as a complex receptive mental-mnemonic activity associated with the perception, understanding and active processing of information contained in an oral speech message [2, 117].

By definition, Rogovoi G.V. and Vereshchagina I.N. "listening" is the understanding of speech perceived by ear. It is a perceptual, mental, mnemonic activity. Perceptual - because perception, reception, perception is carried out; mental - because its implementation is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization, etc.; mnemonic - since there is an allocation and assimilation of informative features, image formation, recognition, identification as a result of comparison with the standard stored in memory [3, 80].

Zimnyaya I.A. identified the following features of listening as a type of speech activity:

- listening implements oral and direct communication;
- it is a reactive and receptive type of speech activity in the process of communication;
- the main form of the course of listening is internal, uneven [4].

Since verbal communication is a two-way process, underestimation of listening can have an extremely negative impact on the language training of schoolchildren. To teach students to understand sounding speech is one of the most important goals of education.

The terms "listening" and "hearing" are not synonymous.

Listening means only the acoustic perception of the scale, and listening is the process of perceiving sounding speech, in addition to listening, it also involves understanding and interpreting the information perceived by ear.

Galskova N.D., Gez N.I. identify the following objectives of teaching listening:

1. Understanding the interlocutor's statements in various communication situations, including in the presence of unfamiliar language means.

2. Understanding educational and authentic texts with varying degrees and depth of penetration into their content. The levels of understanding of the audio text are determined by the communicative task, the type of audio text and the condition of its perception.

3. Mastering the ability to listen with a general, complete and critical understanding of such texts as television, radio programs, videos of an educational, regional and journalistic nature, reports, messages (for students of educational institutions with in-depth study of foreign languages) [2, 118].

To achieve the goal of learning, it is necessary that the student understand foreign speech by ear and thus be able to participate in acts of oral communication. But experience shows that a person experiences the greatest difficulties in foreign language communication precisely with the perception and understanding of speech by ear, that is, with listening. The reason here is the essence of listening, since it is the only type of speech activity in which nothing depends on the person performing it. Since the subject of the message and language means are determined by the speaker, the recipient is forced to perceive the message in the form in which it is transmitted to him.

The listener is powerless to change anything in the activity performed, to facilitate it, to adapt it to his capabilities and thereby create favorable conditions for receiving information. Listening, requiring intense mental activity, usually causes rapid fatigue and distraction of the listener.

The need to teach listening as a separate, independent type of speech activity is due to the following reasons:

1. samples of foreign speech come through hearing, which, being standards, are laid down in long-term memory, where they are stored;

2. auditory-speech-motor images are included in all types of speech activity and, accordingly, other types of speech activity cannot be taught without the development of an auditory analyzer;

3. the listener (student) develops auditory control, which is included in all types of speech activity, i.e. when a person speaks, writes or reads, he controls himself through hearing;

4. auditory memory develops, without which it is impossible to master a foreign language.

Thus, we can conclude that it is almost impossible to form only one speech or language skill in a foreign language lesson. When working with audio texts, lexical, grammatical, and phonetic skills are simultaneously worked out.

Using listening as an educational tool offers students access to fresh language and speech content. It also serves as a way to enhance various speech-related skills and capabilities, while simultaneously assisting in retaining and honing existing speech proficiency. Furthermore, it fosters the development of auditory skills. It's challenging to distinctly separate listening as an

objective from its role as a method of learning because, in practical terms, these two functions are deeply interconnected.

Discussions. Listening, the ability to distinguish and understand what others say, and in relation to educational work in foreign language lessons, is the understanding of foreign speech by ear during its passage.

The problem of teaching the perception of authentic speech by ear is one of the most important aspects of teaching foreign language communication, and that is why the development and development of listening teaching technologies that meet the needs of the time are extremely important.

We are faced with listening as an independent type of speech activity in various situations of real communication. This happens when we listen:

- various announcements;
- radio and television news;
- various instructions and assignments;
- lectures;
- stories of interlocutors;
- actors performances;
- interlocutor on a telephone conversation, etc.

The objectives of listening training can be defined as the following:

- develop certain skills
- develop certain speech skills;
- to teach the ability to communicate;
- develop the necessary abilities and mental functions;
- memorize speech material;
- to teach students to understand the meaning of a single statement;
- teach students to highlight the main thing in the flow of information;
- develop auditory memory;
- develop an auditory response.

Listening also serves as a powerful tool for teaching the Russian language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation; rhythm, accent, melody. Through listening comes the assimilation of the lexical composition of the language and its grammatical structure. At the same time, listening makes it easier to master speaking, reading and writing. If the student understands the sounding speech, it is easier for him to understand the graphic speech, i.e. change what he sees to how it should sound.

When performing tasks for listening, the speaker must demonstrate the following abilities:

- Predicting what people will say.
- Guessing unfamiliar words and phrases without panic.
- Use your previous knowledge as a basis for understanding.
- Understand the attitude of the speaker to the subject of conversation.
- Be able to take notes while listening.
- Understand intonation and stress.

The ethical side of speaking, the rules for conducting discussions, debates and other types of disputes.

2. Mechanisms of listening. Listening is closely linked to memory, and memory can be divided into several components: short-term memory, which stores information temporarily; operational memory, which holds information for a predetermined period; and long-term memory, capable of storing information for an extended duration. Long-term memory often requires cognitive effort and willpower for retrieval, and it can retain information almost indefinitely. Additionally, there's visual memory for preserving and reproducing visual images, auditory memory for accurate recall of various sounds, including music and speech. Auditory memory is particularly vital for children as they initially learn to recognize sounds and words by ear. Furthermore, emotional memory relates to the recollection of experiences, with emotionally charged events being more readily remembered for a longer time.

These various types of memory are integral to the process of learning to listen. Adequate development of these memory faculties is essential for language acquisition and speech development. Therefore, it can be asserted that the key cognitive processes involved in listening encompass memory, imagination, perception, and thinking.

By engaging and stimulating these aspects of the human mind during listening exercises, we concurrently enhance their development. This holistic development is a fundamental factor in nurturing a well-rounded individual. Consequently, listening can be viewed as an integral component of comprehensive learning.

Proficiency in listening facilitates the achievement of educational, instructional, and developmental objectives. It trains students to attentively comprehend spoken language, fosters the ability to anticipate the meaning of statements, and cultivates a culture of active listening not only in the context of the target language but also in one's native tongue. The educational significance of nurturing listening skills lies in its positive impact on a child's memory, especially auditory memory, which is crucial not just for acquiring a foreign language but also for success in various academic subjects.

3. Difficulties in learning to listen. **Results.** When students study a foreign language in their home country and lack regular interaction with native speakers, they often lack essential knowledge about the culture and societal context related to that language. Consequently, they tend to interpret a native speaker's verbal and non-verbal communication based on their own cultural background and norms. This can lead to misunderstandings and breakdowns in communication. All of these challenges are reflected in the sociolinguistic and sociocultural aspects of communicative competence.

Sociolinguistic competence involves understanding the language's usage norms in various situations and having the ability to choose appropriate linguistic expressions for a given communicative intent within a specific context. Therefore, listeners must be familiar with these linguistic options and comprehend the rationale for selecting one in a particular communication scenario.

Sociocultural competence, on the other hand, entails knowledge about the customs, social norms, traditions, history, culture, and societal structures of the country where the studied language is spoken. Consequently, students must be capable of approaching oral communication from an intercultural perspective, for which they need relevant background

information. Only with this knowledge can listeners accurately interpret a native speaker's verbal and non-verbal cues.

In summary, it is evident that effective listening training requires a methodological framework that acknowledges these challenges and provides strategies for overcoming them.

Conclusions. The materials used for teaching listening should primarily be authentic in nature. Authentic materials can be categorized as either purely authentic or educational-authentic.

Purely authentic materials are sourced directly from real-life, original contexts. They feature natural vocabulary, grammatical structures, and contextually appropriate language usage. While not originally designed for educational purposes, they can be effectively employed in foreign language instruction to provide learners with a genuine language experience.

Educational-authentic materials, on the other hand, are specifically created with the intention of aligning with the parameters of an authentic educational process. These materials are tailored to address specific educational objectives while still maintaining authenticity criteria.

In teaching listening, it's crucial that the materials meet several criteria:

They should be age-appropriate and aligned with students' linguistic experience in both their native language and the target language.

The content should be engaging and offer new and interesting information to students.

Materials should encompass various forms of speech.

Some redundancy in the information presented can be beneficial.

The situations, characters, and circumstances should feel natural.

The material should have the potential to evoke an emotional response.

Ideally, it should also possess educational value.

It's important to stress that teaching authentic, contemporary Russian is best achieved by utilizing materials derived from native speakers' daily lives or by compiling content that takes into account the nuances of their culture and mentality, in accordance with accepted speech norms. Incorporating such authentic and educational-authentic materials, which represent genuine language use or are purposefully crafted for educational purposes, enhances the effectiveness of teaching listening skills and simulates immersion in the natural linguistic environment during Russian language classes.

Listening, closely intertwined with other forms of language proficiency, plays a pivotal role in the study of the Russian language, particularly in a communicative-oriented approach. Listening skills development prepares the ground for improved speaking abilities, and, in turn, speaking aids the development of listening comprehension.

In summary, listening occupies a significant place in accomplishing practical, developmental, educational, and instructional objectives, serving as an effective tool for teaching the Russian language.

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№ 9 (3) – 2023

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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