

ENHANCING ORAL COMMUNICATION SKILLS BY EMPLOYING MUSIC AND NARRATIVE RETELLING AS INSTRUCTIONAL STRATEGIES

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Abstract. The paper discusses pedagogical strategies for teaching listening skills in foreign languages to non-linguistic learners as a necessary skill for functional communication in professional and academic settings. It discusses cognitive and linguistic processes involved in speech comprehension and presents an instructional framework for the classification of listening forms. The authors promote a new pedagogical approach that incorporates preparatory tasks, interactive exercises, and independent learning. A key component of this method involves students listening to authentic lectures given by overseas academics and taking notes, thus mimicking real academic conditions. The study also evaluates the use of this method in consideration of students' feedback. The findings validate its effectiveness for improving listening skills and motivating students to continue developing their language skills.

Keywords: auditory skills, non-verbal learner tendencies, authentic materials, linguistic integration, engagement, real interactions, cognitive processes, real tasks

Аннотация. В статье обсуждаются педагогические стратегии обучения навыкам аудирования на иностранных языках для нелингвистических учащихся как необходимому навыку для функциональной коммуникации в профессиональной и академической среде. В ней обсуждаются когнитивные и лингвистические процессы, участвующие в понимании речи, и представлена учебная структура для классификации форм аудирования.

Авторы продвигают новый педагогический подход, который включает подготовительные задания, интерактивные упражнения и самостоятельное обучение. Ключевым компонентом этого метода является прослушивание студентами аутентичных лекций, прочитанных зарубежными учеными, и ведение записей, таким образом имитируя реальные академические условия.

Исследование также оценивает использование этого метода с учетом отзывов студентов. Результаты подтверждают его эффективность для улучшения навыков аудирования и мотивации студентов к дальнейшему развитию своих языковых навыков.

Ключевые слова: слуховые навыки, невербальные тенденции учащихся, аутентичные материалы, лингвистическая интеграция, вовлеченность, реальные взаимодействия, когнитивные процессы, реальные задачи.

Annotatsiya. Maqolada nofilologik o'quvchilarga chet tillarida tinglash ko'nikmalarini o'rgatishning pedagogik strategiyalari professional va akademik sharoitlarda funktsional muloqot qilish uchun zaruriy mahorat sifatida muhokama qilinadi. U nutqni tushunish bilan bog'liq kognitiv va lingvistik jarayonlarni muhokama qiladi va tinglash shakllarini tasniflash uchun o'quv asosini taqdim etadi.

Mualliflar tayyorgarlik vazifalari, interfaol mashqlar va mustaqil ta'limni o'z ichiga olgan yangi pedagogik yondashuvni ilgari suradilar. Ushbu uslubning asosiy komponenti talabalarning xorijdagi akademiklar tomonidan o'qilgan haqiqiy ma'ruzalarni tinglashlari va qaydlar olishlarini o'z ichiga oladi, bu esa haqiqiy akademik sharoitlarga taqlid qiladi. Tadqiqotda talabalarning fikr-mulohazalarini hisobga olgan holda ushbu usuldan foydalanish ham baholanadi. Topilmalar uning tinglash qobiliyatlarini yaxshilash va talabalarni til ko'nikmalarini rivojlantirishni davom ettirishga undash uchun samaradorligini tasdiqlaydi.

Kalit so'zlar: eshitish qobiliyatlari, o'quvchilarning og'zaki bo'lmagan tendentsiyalari, autentik materiallar, lingvistik integratsiya, faollik, real o'zaro ta'sirlar, kognitiv jarayonlar, real vazifalar.

Introduction

The modern business context demands more of instructors teaching international students pursuing non-linguistic course programs. Functional communication skills in the native tongue and a second language are vital requirements enforced by federal education policies. The requirement of such skills goes beyond written interactions with international colleagues; they include oral communications, negotiation with no interpreter involved, and presentation delivery orally. In the academic context, the importance of taking part in lectures, presenting research outcomes in conferences, and recording information correctly is of critical importance. To effectively achieve these tasks, a professional needs excellent listening skills in a secondary language.

In practice, oral communication continues beyond the mere process of listening because individuals usually engage in related activities. The different forms of listening, speaking, reading, and writing relate with each other and condition one another.

Methods

It is necessary to look into these different forms of expression of linguistic skills as a whole by combining listening with speaking, reading, and writing. D. Mendelson highlights the importance of doing tasks after listening activities, seeing this as an ideal moment to integrate listening with the development of other linguistic competences. For example, students can be prompted to write

reflective texts or to speak aloud about what they have just understood. Additionally, T. Hedge suggests that post-listening activities have the potential to establish a positive relationship between listening comprehension and the other linguistic skills by stimulating an interest in the content through activities related to reading, speaking, or writing. This is an important approach because it provides students with extra motivational stimuli that transcend their original interest in the original material. For instance, following a news report on a given event, students may be motivated to read news reports on related stories and spread information about the event to peers. Likewise, listening to a riveting story or account may stimulate students to express their thoughts or reflections related to the material to which they have listened. As such, the strategic use of post-listening task activities is essential towards developing students' language skills as well as motivating them.

Results and Discussion

The following figures show possible activities that learners might engage in after listening to a certain piece of material:

1. After watching a video sequence, the students have a chance to create their own dialogues based on the video content, and then practice its oral presentation. This method combines listening with written and speaking activities.
2. After the news dissemination, students would have the capability to read relevant articles in newspapers and express their opinions on these articles during discussions with classmates. This task would integrate auditory comprehension with reading, written expression, and communication skills.

The key aim of learning any language is its productive usage beyond a classroom setting. Nevertheless, if the learners depend heavily on classroom-oriented instructional materials that are not used in authentic situations, the achievement of this aim might bear little fruit. It is the argument of Herron and Shay that teachers should integrate authentic materials like films, radio shows, television programs, and videos into all stages of the learning process such that learners get opportunities for participation in activities that reflect the nature of spoken communication in real situations. Brown holds that contact with authentic materials and real-life encounters makes learners realize the correlation between classroom practice and their long-term goals of communication. Real materials promote active participation of students in class routines. Further, availability of authentic materials opens the way for learners to derive relevant information without the need of comprehending each word and grammatical structure.

The inclusion of authentic materials in listening comprehension improvement certainly poses certain difficulties for learners. For instance, materials such as movies, television shows, and informal conversations often have rapid speech and common grammar structures that confuse learners and cause them to become discouraged.

However, such challenges can be overcome by the intentional selection of engrossing and mentally challenging sources, as well as the incorporation of tasks

requiring concentrated listening, such as "identifying the main idea" or "spotting interesting ideas." R. Land speaks of the importance of reconciling the complexity of authentic materials with appropriately congruent tasks. Even the most challenging materials within textbooks should enable the improvement of the listening skill, as long as the tasks involved remain uncomplicated. Students may practice the listening skill on radio announcements in order to identify the advertised product or radio news headlines in order to find the corresponding figures.

In short, it is imperative to stress that the teaching of listening skills for pupils should be structured in a way that facilitates functional communication both in the classroom and in other situations in the real world. It is vital for the pupils to develop the necessary techniques and skills of proficient listening on the basis of well-selected authentic materials and a wide range of practice exercises in order for them to become aware of the advantages of learning a foreign language.

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