FORMATION OF AUDITORY COMPETENCE USING A MOTIVATIONAL APPROACH: PROBLEMS AND CHALLENGES

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Annotation. In this article, the author tried to substantiate and describe the features of improving students' auditory competence using a motivational approach. The article discusses linguistic, psychological, content and organizational problems of teaching listening, analyzes the psycholinguistic foundations of listening comprehension of a text, as well as the process of increasing the level of auditory competence.

Key words: auditory competence, approach, listening, authentic text, foreign language, motivation.

MOTIVATSION YONDASHUV YORDAMIDA AUDITIV KOMPETENSIYASINI SHAKLLANTIRISH: MUAMMO VA QIYINCHILIKLAR

Annotatsiya. Ushbu maqolada muallif motivatsion yondashuv yordamida talabalarning auditorlik malakasini oshirish xususiyatlarini asoslash va tavsiflashga harakat qildi. Maqolada tinglashni o'rgatishning lingvistik, psixologik, mazmuni va tashkiliy muammolari ko'rib chiqiladi, matnni tinglab tushunishning psixolingvistik asoslari, shuningdek, auditorlik kompetensiyasi darajasini oshirish jarayoni tahlil qilinadi.

Kalit so‘zlar: auditiv kompetensiyasi, yondashuv, tinglash, autentik matn, chet tili, motivatsiya.

ФОРМИРОВАНИЕ АУДИТИВНОЙ КОМПЕТЕНЦИИ С ПОМОЩЬЮ МОТИВАЦИОННОГО ПОДХОДА: ПРОБЛЕМЫ И ВЫЗОВЫ

Аннотация В данной статье автор попытался обосновать и описать особенности совершенствования аудитивной компетенции учащихся с помощью мотивационного подхода. В статье рассматриваются лингвистические, психологические, содержательные и организационные проблемы обучения аудированию, анализируются психолингвистические основы понимания текста на слух, а также процесс повышения уровня аудитивной компетенции.

Ключевые слова: аудитивная компетенция, подход, аудитивная компетенция, аудирование, аутентичный текст, иностранный язык, мотивация.

Introduction. The intricate nature of listening comprehension depends to a great extent on the specific features of spoken language. Effective listening process requires definite skills, including recognition, identification, and selection, as well as different types of knowledge. Auditory competence includes exactly the above mentioned skills, that is the listener should recognize the speech (revealing the accent, language variant, pronunciation, personal features of the speaker), identify it (to understand the type of the message, general direction and summative information) and select (pay attention to those parts of the speech that he or she needs). The current processes of rethinking the role of the motivational approach in the professional education of foreign language teachers cause a contradictory attitude towards the issues under discussion and require updating and changes both from the point of view of organization and content of training. In general, the problem of motivation in modern education is urgent, and when teacher faces the difficult tasks, such as teaching listening, it becomes twice more important.

Literature review. The basis of the study was the regulatory legal acts of the Republic of Uzbekistan regulating the system of vocational education, as well as other documents relating to the study of foreign languages in the Republic of Uzbekistan [1]. The basic mechanisms of speech perception foreign language speech by auditory way were studied in the works of A.Williams [15], I.Evstigneeva and V.Poroshin [5], M.Isupova [8], K.Lems K., Miller L., Soro T. [9].The works of some scientists also mention the importance of the motivational approach in the formation of auditory competence [Abrams, 2016], denoting “foreign language auditory competence as the ability and readiness to perceive and semantically process a foreign language audited message through the development of mechanisms such as anticipation (probabilistic forecasting), perception of speech flow, imagination, memory, segmentation of speech flow, logical thinking and others" [Tsybaneva, 2021]. Some studies [Williams, 2021] repeatedly state the importance of the motivational approach in the formation, development and improvement of the listening skills of language university students.

Methods and methodology. In this article, the author used such methods of scientific knowledge as analysis and synthesis, induction and deduction, generalization, as well as empirical scientific methods. **Research prob**lem. Rather low level of development of auditory competence is explained by the following reasons: 1)underestimation of the importance (lack ofmotivation) of the formation of foreign language auditory competence within the framework of training at the level of higher education, which is explained by the grammar-translation approach to the organization of the educational process during their studying at a university; 2)a decrease in the time allocated for thedevelopment of foreign language communicative competence in general, and auditory competence in particular; 3)insufficient number of developed programs aimed at increasing the level of proficiency in auditory competence, as well as educational and methodological aids for improving foreign language auditory competence.

Results. The algorithm of the cognitive process of assimilation of information/formation of communication skills occurs in the following order: 1) Perception and analysis of the presented material; 2) Transfer of received data from operative to short-term memory; 3) Transition to long-term memory and use in the communication process. Thus, according to A.V. Shchepilova, such a cognitive "process consists of three stages: the conceptualization stage (formation of ideas, knowledge), the internalization stage (formation of speech skills through the performance of speech actions) and the stage of training students in the use of speech skills" (p. 51).Undoubtedly, this structure of the cognitive process of developing communication skills must be taken into account in the process of improving auditory competence, which leads to the need to create a special methodology. Achieving this goal requires a qualitatively new approach to educational and methodological support of the educational process, because it is necessary to develop new teaching aids and/or distance courses, the content of which should be presented not only in the form of subject information, but also reflect materials that stimulate people studying foreign languages to develop their methodological competence, namely, contribute to the training of listeners in listening as part of the implementation several approaches, including motivational, the importance of which is emphasized in their studies by a number of authors [Williams, 2021].Modern trends in the field of teaching listening as a type of speech activity have determined general approaches to organizing the training of foreign language teachers in listening, but we cannot fail to take into account the data of scientific research by N.Abrams (2016), in which the author identifies common linguistic, psychological, content and organizational problems that arise when teaching listening: Linguistic difficulties:–Pronunciation difficulties associated with recognizing speech in a foreign language while listening. Let us recall that there are two types of hearing: phonemic and speech. Phonemes characterize individual linguistic phenomena, and speech is associated with recognizing the whole from a specific context. An important condition for improving phonemic hearing is interaction with native speakers of a foreign language of different ages and genders, as this will help to better adapt to the development of individual speech patterns, which is difficult due to the workload of teachers;–grammatical difficulties are associated with the need to master new grammatical constructions, the meaning of which can be deduced from the context or in a form consistent with the grammatical phenomena of the native language or a previously studied foreign language;–lexical difficulties that are associated with the presence of unknown foreign words in the listening text.

Psychological difficulties: These kinds of difficulties can be attributed to the individual age characteristics of the listener, for example, such as the ability to switch from one mental operation to another, quickly determine the style, topic of the message and connect it with a broader context.Individual psychological characteristics of students play an important role in the process of using a motivational approach to the formation of auditory competencies:–motivation to listen, students' need to learn something new, interest in the topic;–level of development of auditory sensitivity, auditory memory, ability to guess speech and anticipation skills;–level of concentration and development of internal speech.

Content problems: This group of difficulties mainly concerns the level of understanding of 1) the content of the topic; 2) logical connection between individual facts of the spoken text; 3) the general idea of the text, the actions described in the text, etc. Understanding the text depends on its content. It is easier for students to perceive stories, fairy tales, etc.; it is more difficult for students to perceive descriptive text (including many facts) united by a common theme (history of the country, life, culture, study). Understanding the structure makes it easier to understand the text itself and helps attract the attention of language teachers. In addition, we note such internal mechanisms of listening as recognition and hearing, concentration of attention, prediction, semantic guesswork, separation and grouping of audio streams, informative analysis based on the selection of units of semantic information, final synthesis with compression and interpretation of various types of perceived messages that help to minimize difficulties in the auditory process and improving auditory competence.When listening, incoming signals are compared with those standards that are stored in our long-term memory. Comparison is closely related to a person's past experience, as well as his emotions and experiences [Rowen, 2018]. The expectation mechanism works at the level of linguistic form and content. Background knowledge, life experience, understanding of situations and contexts influence the accuracy of anticipation skills, as well as the choice of techniques to increase motivation of each particular student. The issue of concentration of attention and the ability to understand and remember information as accurately as possible is directly related to the issue of using a motivational approach to the formation of auditory competencies. It must be taken into account that listening is a complex psychological process that causes difficulties in perceiving a foreign language, even for a person who speaks it well. Thus, to carry out the perception of a text by ear, memory, concentration, personal interest (motivation), speech hearing, segmentation of the speech stream, speech perception, understanding, as well as anticipation / the process of probabilistic forecasting are necessary. Organizational problems: Organizational difficulties associated with the number of listening sessions, the rate of speech of the speaker and his individual characteristics. It is worth noting that among the organizational factors that facilitate or complicate the listening process, one can highlight the presence or absence of visual (visual) support, which includes not only videos, multimedia materials and pictures, but also non-verbal means such as gestures, facial expressions and face speaker. The presence of visual support greatly facilitates the reception of information, since the visual channel has greater capacity than the auditory channel. Thus, when developing and implementing an additional professional program aimed at improving the auditory competence of foreign language teachers, it is necessary to take into account the identified difficulties, because this will determine the content of listening texts and the methodology for organizing listening training for foreign language teachers.

Methodology for improving the auditory competence of foreign language teachers. When organizing training as part of a program aimed at improving auditory competence, it is necessary to take into account and create the following pedagogical conditions (Harmer, 2016):

1)stimulating interest in the upcoming work through a preliminary installation aimed at forming an idea of what audio material will be listened to;

2)with a multi-level group of foreign language teachers, it is recommended to use a differentiated approach to teaching listening;

3)before listening, it is important to familiarize yourself with new vocabulary or keywords, as well as assume the context in which they can be used;

4)there is also a mandatory requirement for sound quality, which should not lead to a decrease in the interest of foreign language teachers in completing the task. Note that Harmer also primarily mentions the need for the active use of a motivational approach, especially at the initial stage of developing auditory competence. In addition, when choosing audio material to improve auditory competence, it is necessary to take into account that the educational process should be focused on the individual characteristics of the student, the dominant type of memory and, of course, abilities. In addition, the educational process should be based on the student's motivation to overcome difficulties in understanding the audio text, and language learning should be fun. When developing a methodology aimed at improving foreign language auditory competence, one should take into account the fact that in addition to communicative tasks, the content of materials presented in the form of an educational manual and a distance course should include tasks of a motivational nature. A special place is given to independent work, during which students critically re-evaluate the knowledge they have acquired and analyze various tasks and exercises. Thus, by carrying out training, students not only improve and increase their level of proficiency in auditory competence, but also rethink the process of teaching listening to students both within the classroom and during independent work.

Conclusion. As a result of the study, the following conclusions can be drawn. Currently, there is a rethinking of the vectors of development of the process of teaching listening, namely, the formation of auditory skills and competencies. It was found that it is necessary to take into account the main trends and prospects for the development of modern education, the main task of which is to meet the changing demands of society, to improve methodological and foreign language communicative (including auditory) competencies.

This study analyzed and described the difficulties that arise in the formation of auditory competence. Based on the data obtained, some recommendations were proposed to improve the methodology for developing auditory competence, primarily based on increased attention to the use of a motivational approach.It was revealed that in order to improve auditory competence, especially at the initial stage, it is necessary to rely on a motivational approach, as well as be guided by the interests of students and the difficulties they encounter in the process of improving auditory competencies, pay special attention to the selection of authentic materials and the development of a set of exercises aimed at development of internal listening mechanisms that have a psycholinguistic basis. The author sees prospects for further research in this area in a more detailed description of the methodology for increasing the level of students' auditory competence based on a motivational approach, as well as the development of an appropriate educational manual.

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