USING EDUCATIONAL INFORMATION RESOURCES TO DEVELOP STUDENTS' PROFESSIONAL LISTENING SKILLS

Sobirova Gulnoza Rahmatillaevna
(Teacher, GulDU)

Article history:		Abstract:
Received:	26th December 2020	This article is devoted to the issue of effective use of educational information resources in the process of teaching listening in a foreign language for students, taking into account their professional orientation. An analytical analysis of the experience of previous studies, as well as the authors' own experience in teaching a foreign language, made it possible to draw up some recommendations, as well as to identify the specifics of using educational information resources in modern conditions.
Accepted:	11th January 2021	
Published:	28th January 2021	

1.INTRODUCTION.

Currently, in the time when a large amount of information is available everywhere, the knowledge by itself is not so valuable, it's become an indispensable condition of modern education to successfully realize the personality of students in their future professional activities. In this regard, the task of any teacher of a foreign language at a university is to help students to become active participants in the learning process, activate students' cognitive activity, and form a need for a constant search for additional knowledge that goes beyond the framework of a work and study program [1]. In other words, it is necessary to create such conditions for practical application of a foreign language, to choose such teaching methods that would help to reveal and develop the creative and professional potential of students, and make them be active in the classroom. The creation of an artificial foreign language environment in the process of teaching a foreign language is one of the important problematic issues of modern methodology. When teachers prepare the specialists of various professional orientations, teaching listening skills using information and communication technologies (ICT) can be significantly effective, greatly facilitate the work of the teacher and increase the interest of students, their motivation. By nature, developing listening skills involves the active use of multimedia tools, which are necessary for the complete use of educational information resources. Furthermore, educational information resources in the context of modern education are most often placed on the Internet, on various educational sites, in open or closed access, etc. Listening as a type of speech activity plays a large role in achieving practical, developmental, educational and professional goals and serves as an effective means of teaching a foreign language, participates in the course of other types of speech activity. So, while reading, both out loud and "to oneself," a person uses a speech, and in the latter case, an internal one. It allows him to control himself and correct his or her own pronunciation and comprehension. Based on this, we can conclude that without mastering the speech in all its forms it is impossible to learn to read correctly, and listening is one of the ways to practice speaking too. The role of listening is great in the implementation of written speech, where, along with the memory, the person also has internal speech - without realizing it, student would write exactly what they pronounce.

2.METHODOLOGY.

Learning to listen taking into account the professional orientation of students has its own specific features. First of all, this is due to the correct selection of educational material. Therefore, the goal of our study, is to compile some recommendations on a proper choice and usage of educational information resources for the development of students' professional listening skills. The study will use the method of analytical analysis, as well as a comparative descriptive method. As the result of the review of literature and previous research in this area combined with the results of an analytical analysis of the experience of the authors of this paper, some general conclusions were drawn and recommendations were made on the effective use of educational information resources in the process of teaching students' professional listening skills.

3.LITERATURE REVIEW.

Many fundamental research papers on the methodology of teaching listening skills were published in the 1980s [3; 5] and 1990s [4; 6]. But only relatively recently, special attention was paid to the investigations of the features of the use of ICT and multimedia tools in the process of teaching listening skills [7]. Now, the attention of methodologists is attracted by huge and extensive educational information resources, primarily posted on the Internet. The questions, which immediately appeared in the result of that were as following – "which of these resources can be used in teaching

foreign languages" [2, 138], "which of these resources are most effective in teaching listening" [1, 35], and "how to take into account the factor of the professional direction of education of students of non-philological specialties" [8, 94]. Nevertheless, it can be noted that despite of the accumulated practical experience in the application of educational information resources in teaching foreign languages, including teaching listening skills, such studies cannot be combined by any general methodological approach [9, 2]. Thus, there is no single coordinated strategy for these purposes, and the psychological-pedagogical aspects of their implementation in the educational process have not been sufficiently studied.

4.RESULTS.

To achieve the goal of the study at a higher educational institution, it is necessary for a student to understand foreign language speech by listening and thereby be able to participate in acts of oral communication. But the practice of working with students of non-philological specialties indicates that they experience the greatest difficulties in communicating in foreign languages precisely with the perception and understanding of speech by listening, i.e. when they should listen and comprehend the foreign language speech. 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 linguistic 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 performed activity, to facilitate it, to adapt to his capabilities and, thereby, create favorable conditions for receiving information. Another factor complicating the process of mastering this type of speech activity is that listening requires intense mental activity, causing rapid fatigue and loss of attention of the listener. The perception of coherent speech is accompanied by complex mental activity and proceeds under special conditions determined by a number of acoustic factors. Hence the need for exercises that direct attention to comprehension and full understanding of the content of the perceived speech. Such exercises are usually called auditory tasks.

The main and final goal of teaching a foreign language in the framework of this discipline in non-philological areas is the formation of students' communicative skills taking into account their professional orientation. Authentic materials take the leading role and are extremely important in this process. A special role in teaching professional listening is given to the use of authentic materials that are very functional [8]. Functionality is understood as their orientation toward real use in a particular profession, since they create the illusion of familiarizing oneself with the natural language environment, which, according to many leading experts in the field of methodology [4; 6; 10], is the main factor in the successful mastery of the listening skills in a foreign language. Authentic materials are materials taken from original sources, which are characterized by the naturalness of lexical content and grammatical forms, situational adequacy of the used language means. Since professional activities in Uzbekistan are not conducted in English, educational information resources become the only source of authentic materials. Moreover, since training in listening involves the use of audio and video materials, the Internet environment is becoming the most convenient area for storing and transmitting this type of information. Students' work with educational information resources brings them closer to the real conditions of language use, introduces them to a variety of linguistic means, prepares them for independent authentic use of these means in speech. It should be noted that when learning to listen to authentic materials it is necessary to develop so-called "verbal hearing". The individual manner of speech can be very diverse and present difficulties for its perception and understanding [9]. In the native language, this difficulty is compensated by the huge practice in listening, but the experience of listening to foreign language in students is very limited. Naturally, any individual pronunciation feature, voice timbre, sufficiently fast pace and certain speech defects will make it difficult to understand. It is for this reason that it is recommended to use the resources of various educational and information sites, which will allow students to gain practical experience in understanding the different accents and regional features of speech in a foreign language [10]. Note that it is in this aspect that the use of educational information resources is most relevant, since without them it would be impossible to use this technique and methodology. The need for the widespread introduction of educational information resources and ICT in teaching a foreign language at a university is due to the fact that their application opens up great opportunities for the implementation of didactic principles – the principle of visualization, individualization of learning, and continuity. Modern methods of teaching languages require the introduction of sound and video recordings, films, computer training programs and electronic learning tools into the educational process.

The rational use of educational information resources in the process of teaching professional listening skills allows to:

1) to make up for the lack of a natural foreign language environment at all stages of training;

2) to more fully realize the important didactic principle of visualization;

3) to carry out teaching taking into account the individual typological characteristics of each student;

4) to create the best conditions for programming and control;

5) to ensure the accelerated formation and development of listening skills in specialized and professional speech;

6) to make maximum use of the students' analytical and simulation abilities, and to fully mobilize their internal resources;

7) to more or less accurately determine the quality indicators of foreign speech of students in the form of recording;

8) to perform many active types of professionally oriented listening exercises with all students at the same time.

9) to present the educational material in blocks or in separate fragments using hyperlinks; in Power Point presentation; in animation, etc.

10) many educational information resources offer a virtual teacher, multimedia textbooks and distance learning opportunities, as well as specialized educational videos and films in a foreign language.

The method of teaching listening with the active use of educational information resources has some specific features if compared to the traditional forms of the pedagogical process. Thus, for example, during an interactive lesson using educational information resources, a teacher often turns from a lecturer into a commentator, or a guide. Practice shows that the main source of information in this case should be precisely the audiovisual technical complex. This will allow students to focus better and, therefore, to remember more. Teacher comments should be in place and in time. This determines the methodology of working with educational information resources – a clear plan or program should be drawn up in advance. The teacher should know the selected resources in details, should know the exact time and place of "breakpoints" for the comments and clarifications.

5.CONCLUSION.

In conclusion, it should be noted that the excessive use of educational information resources is also not desirable, as students can get tired of them, so such activities should not be abused. But the rational use of educational information resources gives a teacher the opportunity to load the speech and auditory channels of students to any reasonable limits and activate their speech activity in the direction required by the profession. Thus, educational information resources must be used in the process of teaching listening for students at a university, because they give a great opportunity to optimize the learning process of foreign language by increasing students' motivation, mastery of authentic professional speech and critical thinking skills, as well as research work on the specialty, and a complete immersion in the foreign language environment.

REFERENCES:

1. Brown G. Dimension of Difficulty in Listening Comprehension. 3rd ed. – San Diego: Dominie, 2017.
2. Brown H. D. Teaching by Principles. 2nd ed. White Plains: Pearson, 2011.
3. Dunkel P. A. Developing Listening Fluency in L2 // The Modern Language Journal. – 1986. Vol. 70(2). – P. 99-106.
4. Dunkel P. A. Authentic Second/Foreign Language Listening Texts. – Boston: Heinle & Heinle, 1995.
5. Long D. R. Second Language Listening Comprehension // The Modern Language Journal. – 1989. Vol. 73(1). – P. 32-40.
6. Lund R. J. A Taxonomy for Teaching Second Language Listening // Foreign Language Annals. – 1990. Vol. 23(2). – P. 105-115.
7. Mendelsohn D. J. Learning to Listen. – Carlsbad: Dominie, 2004.
8. Peterson P. W. Skills and Strategies for Proficient Listening. – Boston: Heinle & Heinle, 2018.
9. Richards J. C. Listening Comprehension: Approach, Design, Procedure TESOL Quarterly. – 2017. Vol. 47(2). – P. 219-240.
10. Weinstein N. Whaddaya say? 2nd ed. – White Plains: Pearson, 2019.
11. Muxabbat Allambergenova "Creation of pedagogical software for practical Training in computer science" (European Journal of Research and Reflection in Educational Sciences) Vol. 8 No. 12, 2020. Page 86-91\
12. Allambergenova M.Kh. ":ADVANTAGES OF USING E-LEARNING RESOURCES IN PRESCHOOL EDUCATION " (International journal for Innovative Engineering and Management Research) Vol 09 Issue11, Nov 2020 Page 5-9\