QR – Issue   QR – Article

Sherzod Usmonovich Ishonkulov
Kashi engineering economic institute
An English teacher of Foreign Languages department

COMMUNICATION AS THE BASIS OF COMMUNICATIVE EDUCATION

Abstract: This article outlines basic characteristics of communicative education. The goal of communication is always to change relationships. Communication is the processing of people by people. Consider the main characteristics of communication: purpose, result, methods, means and units of communication.
Key words: Speaking, The structure of listening, perceptual, interactive, informational, Units of communication.
Language: English
Citation: Ishonkulov, Sh. U. (2022). Communication as the basis of communicative education. *ISJ Theoretical & Applied Science, 03 (107),* 883-887.
Soi: http://s-o-i.org/1.1/TAS-03-107-68   *Doi*: crossref https://dx.doi.org/10.15863/TAS.2022.03.107.68
Scopus ASCC: 3304.

Introduction

The concept of communication and its main characteristics Communication is primarily a social process in which there is an exchange of experience, methods of activity, skills, and results of activity. E. I. Passov points out that communication is always a rational and emotional interaction of people, during which a commonality of thoughts is revealed, a way of life is formed. This is the most important condition for the formation of consciousness and self-awareness of the individual. [1]

The phenomenon of communication cannot be reduced to pragmatics (a number of programs for teaching a foreign language are based precisely on this understanding of communication). This is the environment, and the way of existence, and the person himself. Communication is an independent activity. The goal of communication is always to change relationships. Communication is the processing of people by people.

The goal of communication is always to change relationships. Communication is the processing of people by people. Consider the main characteristics of communication: purpose, result, methods, means and units of communication. Communication has its own subject (what the communication is aimed at). Obviously, communication is aimed at the relationship of students.

Ways of communication: perceptual, interactive, informational, etc. Communication means are divided into verbal (i.e., the main types of speech activity that we teach in the process of studying a foreign language: speaking, writing, listening, reading) and non-verbal (facial expressions, gestures, intonation, pace, posture, etc.). There is an opinion that verbal means play a much smaller role in comparison with non-verbal ones.

Units of communication are situations as systems of relationships. Precisely because the situation is a unit of communication, the teaching of a foreign language in the classroom is based on situations that should have all the basic characteristics of communication, despite the fact that they are mostly educational, and not real.

Oral and written speech, as well as both of their sides, function in an inseparable unity; in the process of communication, the speaker and the listener often change places (as well as the reader and the writer). Therefore, teaching them should proceed in interconnection and interdependence. The lag of one type of speech activity hinders the development of another type.

Literature review and methodology.

There are three aspects of linguistic phenomena: language, speech, speech activity. The main types of speech activity were singled out by L. V. Shcherba,

Clarivate Analytics indexed

who, however, believed that speech activity is one of the aspects of the language. He proposed to distinguish three aspects of language: speech, i.e., the process of speaking and understanding; language, i.e., ordered linguistic experience; linguistic material, i.e., disordered linguistic experience. [2]

The next interpretation of speech activity is connected with the psychological works of L. S. Vygotsky and A. N. Leontiev. Since the mid 70s. 20th century the concept of "communication activity" is introduced - communicative and speech activity receives a narrower interpretation: that is, as an activity, the motive of which is associated with the production of speech itself, therefore we are talking today when teaching a foreign language about communication (it acts as an activity), the purpose of which is in changing relationships.

Oral communication consists of speaking and listening, which in the methodology are called listening. It is important to understand that the concepts of listening and listening are not synonymous. Listening is the acoustic perception of the scale, listening, in addition to listening, involves hearing, i.e. understanding and interpreting the perceived information.

Listening can act as an independent type of speech activity (for example, listening to reports, films) or enter into dialogic communication as a receptive component, being one of the sides of speaking. Listening, unlike speaking, is a receptive type of speech activity. The form of its flow is internal, unexpressed. However, the listener affects the communication: his reaction (laughter, remarks, and gestures) causes an immediate impact. Thus, listening is a reactive type of speech activity.

Listening can be direct, contact (dialogical communication) and indirect, distant (radio, television). Listening is a complex type of speech activity, since the processes of listening in real communication are irreversible and cannot be analyzed and fixed. New information replaces the old, what has been said disappears irrevocably. Often there is not enough time to think about what was heard, and therefore understanding is often not achieved and the communication process is disrupted.

Let us consider in detail how the process of listening proceeds from a psychological and physiological point of view.

Psychological and physiological nature of listening. As we have already said, listening refers to the receptive type of speech activity and is the perception and understanding of speech by ear at the time of its generation. The following components are necessary for the implementation of the act of communication: the source (the speaker); message (text) transmitted through the auditory canal; recipient (listener). At the same time, the act of communication is performed in a certain situation - the sounding text is always addressed to a specific listener. It is

necessary to establish who is speaking and to whom he is addressing. The listener not only perceives the text, but interacts with it. Texts are essentially meaningless, they acquire it as a result of the interaction of the text with the activity of the listener in understanding this text, so there are situations when we understand much more than was actually said in a given message. The changed balance of knowledge (information) is a prerequisite for further understanding of the text. Information flows both in the direction from the text to the listener and from the listener to the text.

Therefore, despite the fact that we refer to listening as a receptive type of speech activity, the listener is active, therefore listening is a perceptual mental-nemic activity. Perceptual because there is a direct active reflection of external and internal objects by the cognitive sphere of a person. Cognitive - because its implementation is associated with basic mental operations: analysis, synthesis, induction, deduction, and comparison, mnemonic (from the Greek mnemonicon - the art of memorization). There are actions of recognition, identification as a result of comparison with the standard stored in memory.

Difficulties of listening In the practice of teaching a foreign language, listening remained for a long time, as it were, on the periphery of the educational process, and in the methodology of teaching a foreign language it was a kind of "Cinderella", so it is no coincidence that a large number of problems and failures are associated with listening.

Discussion and result.
Let's look at the difficulties in more detail.
1. The first group of difficulties are the difficulties associated with the conditions of perception. Here, the one-time and short-term presentation of information plays an important role, which requires a quick reaction from the listener when perceiving the sounding text. Equally important is the pace set by the speaker. The pace of speaking depends on the particular language. The average rate of English speech is 250 syllables per minute, German - 220, French - 330. This is because different languages have different letter capacities. So, the average German word consists of 6–13 letters, and the English word consists of 4–5 letters. Therefore, the capacity of German letters is lower than that of English letters. Difficulties in listening are often associated with the source of listening (who is it - a live partner in the process of direct contact, sounding speech from an audio cassette or a radio text in distant listening). At the same time, the influence is exerted by the timbre, the strength of the voice, the individual characteristics of speech, the existing deviations from the idiomatic / normative pronunciation, the gender of the speaker (male or female voice), as well as age (children's or

adult voice). It is known that understanding children's voices requires certain skills.

Many methodologists note that in real communication it is impossible to adjust the duration, volume and clarity of the sound of the text, so the listener gets tired quickly, his attention is scattered, which, in turn, leads to a loss of interest, kills the motivation for further work with the audio text. [3]

2. The next group of difficulties is related to the perception of the linguistic form and the content of the audio text. Obviously, the language difficulties of the text distract the listeners from the content and the process of understanding is disturbed. A significant role is played by the length of sentences perceived by the listener, the presence of unfamiliar lexical, grammatical language material, the presence of homonyms in the information (words belonging to the same part of speech and sounding the same, but different in meaning), for example, der Ball - ball, der Ball - a ball as a dance evening; homophones (words that sound the same but have different spellings): week - week, weak - weak.

There are also so-called false friends of the translator, internationalisms that have a different meaning in a foreign language, words that are used in a figurative sense, polysemantic words, for example, letter - a letter, a letter, a paragraph, a person who rents, erudition, etc. Difficulties related to the content of the audio text are related to understanding the facts (numbers, dates, proper names, geographical names, etc.), the logic of presentation due to the large amount of factual information, as well as the general idea of the text, which often happens if the main idea expressed implicitly, and the text is linguistically complex.

3. The third group of difficulties is related to the form of presentation audio text. The German didacticist B. Dahlgaus, having studied various forms of presenting audio texts (audio text with illustration, listening based on printed text and without support when presenting audio text, single and multiple presentation of the text), believes that listening comprehension of the text depends on factors such as complexity text (the more complex the text, the more support is required to remove difficulties), the language experience of students (the more competent and experienced students are, the faster they are able to give up support in the form of printed text and other illustrations, the faster you can move on to listening to texts without pauses), educational goals and objectives (if the task is to prepare students for a real situation and form a truly auditory competence, one should abandon the printed basis).

In a real communication situation, non-verbal information helps students understand audio texts, for example, facial expressions, gestures; illustrations and photographs can also help in educational gestures. However, from the very beginning of training, the teacher must remember that he is preparing students for a real situation of communication, so the supports should be reduced, preparing students, for example, to understand the text without re-listening. [4]

4. There are difficulties associated with the perception of a certain type of speech activity and type of utterance. It is obvious that it is easier to perceive monologue texts than dialogic ones, and among monologues it is easier to perceive plot texts than descriptive ones.

5. A special group is the difficulties associated with the socio-cultural component of teaching foreign languages. Ignorance of socio-cultural characteristics can lead to a misunderstanding of the partner's speech behavior, as well as disrupt the understanding of information perceived by ear.

Listening mechanisms and their impact on learning success. Listening as any process is based on certain psycho-physiological mechanisms: perception, recognition and understanding. Perception mechanisms include the mechanism of internal pronunciation, operational and long-term memory, identification (comparison), anticipation (probabilistic forecasting). The success of listening is associated with the mechanisms of the so-called auditory memory and depends on the size of the "operational unit of perception", i.e., the ability to retain segments of speech in memory. It is on the ability to retain the perceived segments of speech in memory that the process of understanding the audio text, the possibility of its subsequent interpretation, depends. Thanks to auditory operative memory, the student keeps words and phrases in his head, getting the time he needs to comprehend the information he has heard.

However, auditory reception of information is impossible without the participation of internal speaking. The effect of understanding depends on the success of the "internal imitation" of audible speech. Thanks to the mechanism of internal pronunciation, sound images turn into articulatory ones, there is an "internal imitation" of the perceived audio fragment. If we imitate correctly, then we perceive correctly. [5]

When perceiving speech, there is a constant identification of incoming signals and patterns that are stored in our memory. At the same time, the process of identification is connected with the past experience of a person, as well as with his sensory-emotional sphere.

It is obvious that the better long-term memory is developed, the more effective identification occurs. Researchers have found that even before the start of perception, as soon as the mindset for listening appears, the articulatory organs already show minimal activity. Due to this, certain patterns are aroused in the listener's cognition. Such presetting is the basis for the operation of the anticipation or prediction mechanism, which makes it possible to predict the end of a word or phrase from the beginning. There are linguistic and semantic forecasting.[6]

Clarivate Analytics indexed

Linguistic prediction is facilitated by the skill of word compatibility. Knowing the rules for the compatibility of lexical units, students with a greater and lesser degree of probability can predict the content of incoming information, since the word compatibility in the language is limited. Semantic prediction is provided by the context, the situation of communication, the personal experience of the listener, his knowledge. The success of semantic forecasting largely depends on the listener's expectations.

The richer our knowledge of the world, a particular topic or situation, the richer our vocabulary, the greater our ability to predict content and use context clues. But recognition is not yet understanding. The basis of understanding is the mechanism of comprehension, which already functions at the level of actual awareness based on the analytical and synthetic activity of the brain. The comprehension mechanism compresses phrases and individual fragments of text by omitting details and, leaving only semantic milestones in memory, releases it to receive a new portion of information.[7]

The main characteristics of understanding are completeness, precision, depth. The depth of penetration into the meaning of the perceived information indicates the level of understanding. As a rule, two main levels of understanding are distinguished: the meanings of language units, the level of facts and meaning (critical). But there is no single concept in this regard. So, A. R. Luria and other researchers distinguish the following levels of text understanding:

➢ fragmentary (individual LU);
➢ global (message topics);
➢ detailed (of facts);
➢ critical (subtext).

Levels of understanding allow you to judge the levels of learning students and specify learning objectives. So, the value of the operational unit of perception (auditory RAM) depends on the internal imitation (correctly imitate → recognize correctly) as a result → identification (continuous comparison of perceived speech with samples of long-term memory), i.e. the better the long-term memory, the better the identification. [8]

The structure of listening. Listening, like any kind of speech activity, has its own peculiar horizontal structure. I. A. Zimnyaya distinguishes three phases in listening: motivational-incentive, analytical-synthetic and performing. A. A. Leontiev speaks of the need to single out the control phase. The motivational driven phase is set in motion by the communicative task. Students need to be told before listening what they will listen to and what they specifically need to hear. The motive is created, as a rule, by an interesting exposition, a conversation about the author, the theme of the work. In natural communication, the source of the motive for perception and understanding is the topic of communication and the interlocutor himself (his manner of communication, the ability to attract the attention of the listener, etc.). [9]

The analytical-synthetic phase is the main part of listening. It is here that the perception and processing of information coming through the auditory canal takes place. With the help of the mechanisms described above (auditory memory, prediction, identification, etc.), a conclusion occurs - the result of understanding.

All these processes, including the result of listening, are hidden character, i.e., the executive phase in listening merges with the analytical-synthetic one. [10]

Conclusion.

In real communication, the result of listening, i.e. understanding (or misunderstanding), remains, as a rule, hidden. In a learning situation, thoughtful must be made observable in order to teach this type of speech activity. That is why understanding is brought to the external plane, which is carried out at the control phase. With the help of a verbal or non-verbal reaction from the students, the teacher must seek feedback: they understood or did not understand; they succeeded or failed to solve the communicative task. Perception of information by ear occupies a fairly large place in the lesson, according to scientists: from 40 to 60%.

References:

1. Passov, E. I. (2000). *Programma — koncepcija kommunikativnogo inojazychnogo obrazovanija.* (p.173). Moscow: Prosveshhenie.
2. Shherba, L. V. (2003). *Prepodavanie jazykov v shkole : Obshhie voprosy metodiki* : ucheb. posobie dlja stud. filol. fak. 3-e izd., ispr. i dop. (p.61).Moscow.
3. Rogova, G. V., & Vereshhagina, I. N. (2000). *Metodika obuchenija anglijskomu jazyku na nachal`nom jetape v srednej shkole*. (p.232). Moscow: Prosveshhenie.
4. Dahlhaus, B. (2007). *Fernstudieneinheit 5. Fertigkeit Hören.* (p.193). Berlin: Langenscheidt.

5. Zhinkin, N. I. (1982). *Rech` kak provodnik informacii.* Moscow.

6. Ampatuan, R.A., & Ariel E. San Jose (2016). "Role Play As An Approach In Developing Students Communicative Competence. "*International Journal for Innovation Education and Research,* 4.1 (2016).

7. Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom.*

8. Yule, G. (1996). *The Study of Language,* 2nd edition. Cambridge: Cambridge University Press.

9. Zimnjaja, I. A. (1989). *Psihologija obuchenija nerodnomu jazyku:* (na materiale russkogo jazyka kak inostrannogo). Moscow.

10. Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.