

TELE-AUDITING AS A TYPE OF RECEPTIVE SPEECH ACTIVITY

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Abstract

The article discusses the use of entertainment television audio material in RCT lessons and the recipient's perception of authentic television speech.

Keywords: TV audition, listening, perception, authenticity, information and entertainment programs.

Introduction

In the absence of natural communication with native speakers, the mass media are the main source of speech perception. Thanks to the media, it is possible to obtain features of age, social, professional, and cultural aspects of speech. O.A. Lapteva argues that the need to study television speech lies in the fact that it represents a "speech portrait of the epoch" [5, p.2]. Immersion in the natural environment, consolidation of already studied linguistic material, reinforcement and expansion of cultural and regional ideas about the country and the studied language is facilitated by regular viewing of TV shows in the studied language. O.A. Lapteva provides data that about 80% of all incoming information is perceived by a person through a visual channel, which explains the effectiveness of the means of assimilation of new knowledge by visual perception [5, p.39]. The intensity and versatility of the speech flow in TV shows allows you to increase the volume of the studied material. Moreover, students' self-control increases due to repeated repetition. Repeated perception of the material contributes to the formation of automated skills and abilities. Learning becomes more interesting and natural [5, p.39]. Television speech and its perception are studied in detail in the work of S.V. Svetana "Television speech". The study examines the distinctive feature of the TV broadcast, which consists in the unity of "image – sound – speech". S.V. Svetana operates with the concept of "on-screen context of the TV audience" and considers its constituent factors. The author points out the three-aspect nature of the information flow in the TV audience: visual (video) series, sound (musical-noise) a number of your own

speech (verbal) row [6]. S.N. Akinfiev writes about the well-known "phenomenon of passive pleasure" in psychology [1, p.24].

This phenomenon occurs when a person turns on the TV. The effect is also enhanced by infotainment programs, as they aim to broadcast information in an entertaining format, in which a person can relax and forget about existing problems. This is confirmed by the author's words: "Entertainment is not only a positive that the viewer receives at the moment when watching the program. This is something that makes consciousness function, something that allows a person to realize himself in the reality around him, certain components through which entertainment acquires a socially significant meaning" [1, p.25].

It should be noted that information and entertainment programs help improve students' correct pronunciation skills and form a clear idea of phonetic, intonation, prosodic diversity of English speech. English studies allow us to say that students who spend a sufficient amount of time watching TV shows in English confidently cope with the peculiarities of English speech (intonation, accents, pronunciation of individual sounds). The diverse topics of information and entertainment programs, emotional and vivid presentation encourage students to express their opinions about what is happening on the screen. In this context, the words of M.M.Vasilyeva should also be mentioned: "When the need for speaking is aroused, the words of the native language are actualized in the student. Therefore, it is necessary that he can easily move from his native word to mastering the function of lexical units of a foreign language" [2, p.308].

Regular listening to texts in the language being studied makes it possible to learn how to use not only words, but also to perceive ready-made phrases that are remembered in the form of certain models and can subsequently be reproduced in a ready-made form. The use of information and entertainment programs in the learning process allows students to learn speech passages that will allow them to speak naturally and at ease using the example of native speakers. The process of text perception is closely related to another important process – the process of understanding. "Understanding can be considered as the recipient's ability to adequately decipher the information received and translate the perceived thought into the reflexive zone without significant loss of meaning embedded in the utterance by the speaker" [7, p. 82].

The reception of foreign language speech has a stepwise character. In this regard, there are different levels of understanding. The depth of understanding

of the text seems to us to be the main characteristic of the levels of understanding of the text. Indicators of understanding the text were determined by Z.I. Klychnikova, and then by I.A. Zimnaya. The indicators are ways to test understanding [4][3]. The criteria for evaluating the understanding of the text are understood as various ways of subsequent reproduction of the perceived text. At the same time, as a characteristic of the levels of understanding, we consider it to be a deepening, a change in the degree of understanding by the reader of the object of the main idea of the text, its main content, and not a change in this process from word to text.

The first level. This includes understanding individual words or "understanding categorical cognitive information." At the first level of understanding of the text, only the topic of the statement is assimilated. The recipient has only a general and superficial understanding of the text. A student at this level is able to answer the question "What or who is this text about?" and establish only the key points in the process of contextual perception of the text.

The second level is characterized by an understanding of phrases, that is, an understanding of "categorical-cognitive and partially situational-cognitive information of the text." The second level differs in that the student is able to grasp the main idea of the text and convey what is being said. At this level, the recipient establishes contextual connections between key systems of interpretation of thought and is able to reveal and delve into the main and all secondary topics of the text, monitors the argumentation plan, the regularity of the message sequence. It is assumed that the recipient already has a certain knowledge base about the properties, characteristics, ratios and differences of the subjects discussed in the text and the phenomenon or topic as a whole. During listening, the recipient compares, analyzes the information received, establishes more and more contextual links with what he already knows and with what information he is receiving at the moment, and draws conclusions about what new information he has received compared to previously known.

The third level. The recipient understands individual sentences and all three message plans: "logical, emotional and motivational" [4]. Further, from the

Fourth to the sixth levels, recipients understand the text with varying degrees of comprehension of the message plan. These levels are characteristic of a person who has a high degree of knowledge in the field referred to in the text, rich life experience and worldview. Such a recipient penetrates into the essence of the statement and to a certain extent outstrips the course of development of the author's thought. Based on deep knowledge, he analyzes the topic of the statement in the process of reading, at the same time how and by what means it is provided. This type of recipient has his own opinion on the covered topic and is attentive to the position of the author, to how the author submits, interprets, interprets the content of the covered topic.

The seventh level is the highest level — the level of progressive understanding. The author argues that at this level, in addition to the logical and emotional, the listener recognizes the volitional content of the text. The text is understood so deeply that the reader turns from the face of the perceiver into a face empathetic. The highest level of understanding is characterized by the listener's knowledge not only of the topic of the utterance, individual sentences, the means used, said by the speaker, but especially by the ability to detect the essence of the utterance, its main idea, regardless of whether it is formulated by the speaker or given in the subtext. This level of depth of understanding is determined by the listener's penetration into the subtext of the statement, understanding for what purpose it is said. [4].

We believe that the study of the depth of understanding of an authentic text is one of the most important problems of educational psychology. Closely related to this problem are the issues of diagnosis and the development of understanding in learning in general. The perception and understanding of foreign language teletext from the point of view of psychology is a rather complex process. Having analyzed the peculiarities of the psychology of perception and understanding, we can say that information and entertainment programs can be used as educational material, since watching such programs creates psychologically comfortable conditions for learning a foreign language.

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