



ISSUES OF DEVELOPING STUDENTS' WORLDVIEW THROUGH LISTENING

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ABSTRACT

This article deals with the development of the student's personality through comprehension, the role of listening, as well as guidelines for the formation and development of the student's worldview. The importance and place of complex study of pedagogical phenomena are defined.

KEYWORDS

Listening, worldview, education, need, empathic listening, motivation, perception.

INTRODUCTION

In developed countries, an important task is to develop the main focus in modern conditions, to create the need for knowledge in them, including the development of innovative forms, methods and tools to increase the interest of students in learning. E.A. Rudenko writes that the highest value in upbringing is

the personality of the student. In order for this value to be absorbed into the mind and system of values, it is necessary to coordinate the educator himself, his way of thinking and behavior. . [Bototova J.A., et al., 2016: 260-263].



A number of scientific researches are carried out in the world to increase students' love for language, to determine their interest, motives and criteria, to increase the place and role of mother tongue education in the development of thinking. At the same time, it is important to improve the methodological framework for the formation of knowledge, skills and abilities of students, the development of their cognitive understanding and abilities. To do this, first of all, it is necessary to create in the learner the need to study, to get an education. Because the need, according to psychologists, is “a product of the need and deficiency necessary for the functioning of the human person and the organism”. That is why any process or event that can meet a human need, in other words, education is valuable to him. Given that each student has a set of needs, we will need to organize their activities accordingly. Knowledge created on the basis of need develops the student's thinking, develops his worldview. In order to implement this worldview qualitatively, it is necessary to be able to listen to the reader. Because as we learn to listen to others, we also make them understand it. Perception, on the other hand, has its own differences. These differences affect interpersonal relationships. Understanding a second person as a result of this influence requires great skill on the part of the listening teacher. Writer Stephen R. Covey writes that empathic listening is an essential element of any skill. “Empathic listening takes time. But this is several times less than the time it takes to correct misunderstandings and mistakes. The empathic listener immediately begins to understand, comprehend, and accept what is happening. As a result, other people open their hearts to them without hesitation and reveal the root of the problem. “People want to be understood”. [Stephen R. Covey 2021: 229].

Listening to the student genuinely affects his or her cognitive process. It is advisable to try to understand first, and then to be comprehensible. Listening makes it possible to understand the emotion in the speakers. This means that listening and understanding will be important in the development of the student's worldview. When a student listens, his level of intelligence is high; The main characteristics of listening are: active reading students listen to and think about problems in categories, and listening encourages more accurate assessment of the situation and quicker solutions, active creative imagination, good speech, easy communication and pleasantness in conversation; feels a great need for independence and inner freedom, and is critical of his own thoughts and actions. Understanding and listening allows a person to accompany other people's feelings.

Listening to students has a positive impact on their comprehensive development, enriches their worldview, allows them to identify and develop their personal interests and abilities, meets individual needs, builds self-confidence in students, allows them to consciously lead a lifestyle. However, before organizing the listening, the teacher should be able to motivate the students, and in each lesson he should prepare a set of questions that encourage new thinking. Questions alone are not enough for them to determine how listening and comprehension play a role in students' lives. For this reason, the Methodist singled out the following learning motives: the desire to know information in various fields; trying to understand the meaning of life; striving for self-awareness; understanding people, their character, and their relationships; the search for moral ideals; striving for self-education and shaping worldview; striving to activate intellectual activity, emotional sphere, and imagination [Gurevich S.A. 1994: 7.].



Of course, the driving force behind the formation and development of listening and worldview is closely linked to the motivational sphere of the individual. It is a combination of personal and social interests, the pursuit of ideals, justice, caring for man and other creatures, a worldview of social significance. Appropriate use of types of speech activities in the development of the student's worldview is advisable. One of the mechanisms for implementing speech activities is listening comprehension. Listening comprehension is a three-step activity in which the general auditory perception (acoustic apperception), the phonemic side of words, and the understanding of the essence of words are understood, learned, and understood. The following three factors are considered to make listening comprehension possible. The listener's self-factors (development of listening skills, his memory and listening comprehension of the text, comprehension of the content), listening conditions (speed of speech, volume and form of language material and continuation of speech) and, finally, linguistic aspects of the material used (listener's conformity to language experience), i.e., the text given to the listener is unfamiliar and includes language materials acquired by the learners. From a psychological point of view, memory plays an important role in listening comprehension, and when memory is strong, a person's worldview is broad. Such activities do not occur often, and targeted management is the result of pedagogical influence and the creation of a pedagogical environment, ie the use of pedagogical technologies. transfer is understood.

For independent and free thinking, it takes a great deal of skill (technology) for a teacher to organize lessons in an effective, fun way. This is the technology of education. Educational technology is the full implementation of pedagogical activities, the

organization and conduct of the teaching process. In order to implement such technology, it is necessary to organize conversation-based lessons. Because asking questions is also an art, the teacher needs to understand this deeply and instill the same art in the students. An in-depth question encourages students to research, find the right answer, and draw conclusions. It is indeed true that the German philosopher W. Distverg called a teacher incapable of simply telling the truth. This is because, especially in mother tongue lessons, the teacher should not impose his conclusions on students as a single sentence, but should encourage them to seek, find the truth, to have their own views, opinions, objections. To do this, it is necessary to direct students to practical activities, to enter the image, to put on small scenes, to organize discussions, to ask questions, to create conditions for free expression of their ideas. It is important for the teacher to see the student as an equal participant and partner, to listen carefully to their opinions, to express their opinions on an equal footing with the students, not as a final conclusion. Because man achieves truth only through dialectical debate. To better understand the nature of events, it is necessary to have a philosophical question and a philosophical answer in order to broaden students' worldviews. Because the organization of such a situation leads to the realization of real life. When considering philosophical questions and answers, it is important to understand that there are four factors:

- | | |
|--------------|--------------------|
| 1. Question | 3. Answer |
| 2. Basic (s) | 4. Consequence (s) |

The most important of them is the answer! [Skirbek G., Gile N. 1994: 22]. Because the answer can only be perceived when one understands three factors. According to I. Zimnyaya, listening comprehension as



a type of speech activity has its own object, subject and product. The object of listening comprehension is the speech of others, and listening to the content of this speech is its subject, the product of listening comprehension of the ideas formed in the process of listening. The listener may have different understandings of the content of the speech, as auditory perceptions also play a role in listening comprehension.

At the current stage of development of society, the modernization of educational content is associated with innovative processes in the organization of language teaching. The priority of the development of a modern school is the humanistic direction of education, in which the worldview takes the lead. This involves taking into account the needs and interests of the learner, implementing different learning approaches. Today, as the focus is on the individual learner, the primary goal of the modern teacher is to select methods and forms of organizing student learning activities that are appropriate to the individual development goals.

One of the main forms of educational process in secondary schools is the wide range of opportunities for interaction between students in the classroom, students learn to use different methods of communication, communication skills and abilities, and most importantly, individual it can lead to the formation of skills such as communicating with people with different psychological characteristics, that is, developing their own communicative methods and understanding their individuality. G. 2008: 98.], Building the learning process according to the type of mind of students allows to achieve the following learning objectives:

- establishing individual participation;

- creating favorable conditions for students to gain rich experience in the learning process;
- the expediency of including all types of art in the educational process;
- use of interdisciplinary communication in the learning process;
- Search for new assessment methods.

The learning process should be designed taking into account the specific intellectual characteristics of the students. It creates conditions for the full intellectual development of students, strengthens the individuality of each of them and optimizes the process of acquiring knowledge and skills in the process of education. Undoubtedly, the process of teaching the mother tongue is mainly based on the intellect of the language, worldview, thinking. G. Gardner divided the types of minds into several groups. These include those with a linguistic mind: word games aimed at enriching, activating, memorizing new words in different ways (e.g., "FSMU" game mode), metaphors, phraseological units, working with comparisons; repeating the information obtained in their own words, presenting situations and dialogues, developing grammatical skills, such as group discussions, stories, comedies. When we look at these aspects, it is clear that the focus is on the development of the student's worldview. According to the pedagogical and methodological literature, a comprehensive study of pedagogical problems increases the opportunities for comprehensive development of the student's personality, increasing the effectiveness of educational work, optimizing the pedagogical process, organizing and managing education on a scientific basis. There are two ways of complex study of pedagogical phenomena:



a) analysis of problems related to the essence and purpose of the study within one discipline,

b) analysis of the same problem from the point of view of different disciplines.

The teaching of Uzbek language is also built on a wide range of disciplines and has its own philosophical basis. S.L. Rubinstein explains that the growth of independence in the individual as a source of development and driving force of self-awareness. He argues that consciousness does not arise from self-awareness, but that self-awareness arises during the development of an individual's consciousness. Accordingly, according to the structure of self-awareness is divided into the following principles:

1. Knowledge, that is, self-awareness.
2. Emotional evaluation, i.e. attitude.
3. Voluntary management (self-government) consists of mutual unity of the parties.

The above principles form the main components of self-awareness in a person and show the important stages of this development. A person who understands can not only see the phenomenon, but also understand its essence. It is therefore advisable to carry out the processes of understanding and comprehension in pairs. So, to understand the truth, it is important to understand it literally. In order for a person to understand, it is important to go into one's psyche so that one can understand oneself. In order to enter into this spirit, to attract it, it is necessary to reflect the artistic influence in education. and leads to full realization, resulting in the development of one's worldview. Essence can be known through abstract thinking. Philosophers point out that in the process of knowing the essence, there is a transition from describing the appearance of an event to interpreting it, revealing its causes and basis: in this case, listening

and worldview develop in harmony with each other. This, in turn, is the basis for developing the student's thinking ability.

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