

## **Aspects of Listening Comprehension in English Learning**

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Listening comprehension is an important speech ability to develop when learning a foreign language. It is also referred to as an "audition" in some publications. A sort of receptive speech activity is audition. S.V. Govorun defines listening comprehension as an active process that includes the hearing, understanding, and direct interpretation of a spoken message [Govorun. 2015, 12].

Listening comprehension (LC) is a complex speech activity because the listener needs to be able to quickly receive the message or information he is listening to, understand its content, and keep it in memory. Studies show that LC is less developed in pupils and students than other speaking skills. When a student reads, he/she receives 6 times more information than in LC, the reason is that LC skills are not well developed in language learners. It should be noted that LC skills directly help the improvement of other speech activities. It is an integral part of speech [O'. Hoshimov, I. Yakubov, 2003].

There are five forms of listening comprehension:

- 1) intense listening comprehension, which entails a thorough interpretation of the voice message;
- 2) broad hearing comprehension, which entails understanding a lengthy audio text as well as the basic substance of the echoing text;
- 3) selective listening comprehension, which entails extracting only a portion of the required information;
- 4) As part of oral communication, interactive listening comprehension;
- 5) critical listening comprehension, i.e., the listener's reaction to the audio message [Govorun. 2015, 15].

Intensive LC is to analyze the audio message based on a thorough understanding of the text being listened to. Listening-pronunciation and lexical-grammatical skills are formed in this process. For example, identification and

differentiation of certain sounds, words, and grammatical structures, segmentation of phrases in the speech flow, and determination of the accent-rhythmic pattern of words are carried out.

For this purpose, in the course of training, tasks such as dictation, repeating certain sounds and words, identifying familiar words, recognizing the sound form of unfamiliar words with their meanings in the dictionary, and being able to correctly give translations or explanations of certain lexical units can be used.

In extensive LC, the listener receives a large amount of information by listening to the resounding text. The listener should focus on a long voice message. The listener should focus on the content of the voice message and use a "top-down" approach, relying on the operational units of information stored in long-term memory. The main goal of the listener is to determine the idea of the sounding text and to understand the main content of the text. This type of LC is more for independent learners.

Selective LC type, to extract certain necessary information from the general text being listened to, is assumed to divide them into parts and focus only on specific information. The task of this process is based on clear evidence receiving and understanding keywords, dates, numbers, geographical names, and proper nouns.

Interactive LC refers to the process of receiving and understanding a voice message in oral communication, in which the listener performs the role of both listener and speaker at the same time. The listener asks various questions about the voice message he is listening to. In this case, oral communication cooperation is implemented. In the process of communication, the participants of the conversation have the opportunity to ask various clarifying questions to understand the lexical units and their meanings, and grammatical structures, as well as to support the speaker.

Language learners often have certain difficulties in expressing their thoughts, so working together, mutual support, etc. allows for the acquisition of new knowledge and is an important factor in the development of communicative and LC skills.

Critical LC is for the listener to express his opinion about the audio message he has heard and not to explain the information given in the audio message, but to

improve it with suitable arguments. In this case, the listener should not only have LC ability but also know a specific direction and socio-cultural, language and country studies and intercultural skills. In this process, voice messages can be short or long, and even lectures can be presented. It works best if the tasks are given with pauses, especially if the text is divided into parts, and after each part, the listeners express their thoughts on the text being listened to. The duration of the texts should not exceed 1-2 minutes, because the received voice information can be stored in the short-term memory for only 60 to 90 seconds.

It should be noted that the critical LC type develops not only TT ability, but also speaking, writing, and critical thinking abilities.

Receiving and comprehending spoken text is a fairly complex process that involves both speech and brain activity based on thought. The majority of people's hearing is worse than their vision. When listening to audio material, the following issues arise. In speech communication, the voice message is only broadcast once. Therefore, the listener needs to pay full attention to the incoming message.

M. Underwood [Underwood, 1989] believes that difficulties in LC are due to:

- the speed of the presented audio material;
- one-time broadcasting of sound material;
- limited listening vocabulary;
- knowledge of discursive markers characteristic of oral speech;
- insufficient level of intercultural skills and basic knowledge;
- difficulty concentrating on the voice message;
- trying to understand every word.

Taking into account the opinions of several linguists and methodologists, the difficulties of TT can be noted as follows:

- 1) related to the language skills of the message;
- 2) depends on the meaning of the message;
- 3) the message is related to the broadcasting conditions;
- 4) depends on the source of the information;
- 5) difficulties in acquiring sociolinguistic and sociocultural skills.

The message depends on language skills complexity arises due to the difficulty of listening to unlearned language material and learned language material. These include phonetic difficulties that characterize authentically, that is, original speech, that is, the correct pronunciation of words; lexicon, i.e. polysemous words, idiomatic expressions, special terms, abbreviations; grammatical difficulties - tenses, grammatical forms, sentence structures; stylistic - including speech in dialect or literary language.

A properly developed methodology is original to language learners from the first lesson making it possible to hear texts.

Nowadays, teaching language learners by showing them real live speech, i.e., various fairy tales, stories, poems, songs, movies, and shows that increase cultural and scientific knowledge, is of great help to increase the motivation of language learners.

Some methodologists feel that the difficulty of the LC message is also related to language skills, and that the length of the spoken message should not exceed 3 minutes. However, news shows typically range in length from 5-10 minutes to 30-40 minutes. A 5–10-minute news broadcast typically includes 5-7 stories, with each story lasting between 25 seconds and 1 minute and 15 seconds. As a result, starting with 3-4 plots at first, it can be gradually raised depending on the level of language learners.

The difficulty with the meaning of the message is directly related to the problem of motivation. Interesting and creative assignments increase motivation in learners. Listeners perceive and understand information-rich texts better than simple, information-poor texts. But the text should not contain too much information. In addition, the difficulty in this process depends on the genre of the text being listened to. Narrative and monologue texts are more easily accepted than descriptive and dialogue texts. In the process of teaching LC, the maximum duration of voice messages should not exceed 5 minutes [Cowan, 2005]. Long texts should be divided into parts and broadcast with pauses.

The conditions of broadcasting affect the process of listening to speech. This includes the number of times the message is heard, the slow tempo of the speaker,

and the noises that cause the sound to be heard clearly. In the process of teaching and learning listening comprehension, it is possible to re-listen to the text that is being played to develop other forms of speech activity, and when giving test-like instructions, the voice message is played 2 times. However, it should be noted that the voice message is heard only 1 time in a real communication situation as an LC speech activity. The presence of other sounds during listening will also destroy the listener, a foreign sound involuntarily attracts the listener's attention.

Listening comprehension depending on the source of information is that the listener has to adapt to voices of different ages, male, female, and children's voices, their pronunciation, and the sound and timbre. Low male voices in a soft timbre are more easily perceived than high voices in a hard timbre. But it would be appropriate to teach students to tune in to all voices. In this case, news programs, and talk shows help to solve the problem.

However, if phonetic skills are not formed in students, this causes certain difficulties in receiving the text being listened to.

Difficulties in learning knowledge of sociolinguistic and sociocultural abilities are caused by a lack of knowledge of how to use the language in a given circumstance, ignorance of the rules of behavior and social standards, and ignorance of the language owner's history, culture, and traditions. In order to overcome these challenges, news and informational entertainment shows depicting native speakers' daily lives, living situations, relationships with one another, etiquette, ceremonies, and so on serve as the primary source.

N.V. Elukhina explains the following abilities most necessary for LC: to be able to distinguish the main meaning from the secondary meaning; determine the subject of the message; divide the text into meaningful parts; establish a logical connection; distinguish the main meaning; to receive the broadcast message at the same pace, for the same duration without leaving it to the end.

Having the above skills is essential in overcoming challenges in LC.

Teaching English speech to LC can be divided into the following stages:

Preparation stage, that is, before listening. It explains the new words, grammar material, the topic of the text, and what to focus on during the LC.

The main stage, is, listening. At this stage, you can listen to the text and complete tasks such as filling in the blanks in the sentences, how certain words are used with determiners, finishing the sentences, and what the text is about.

The final stage, that is, after listening. At this stage, creative tasks can be given based on the information heard, that is, tasks such as confirming or denying the given opinions, making a plan, completing test tasks, "yes" and "no" exercises, and finding a suitable title for the text from several given options.

To succeed in LC, first focus your attention and direct it solely to the given text; ask questions about the text in sections; watch movies and listen to music; and, while listening to any speech, time, date, or name, pay attention to the location, quality, and degrees of addition of approaches and modal verbs.

Finally, it may be stated that LC is one of these communication talents. Any skill must be constantly developed and practiced on a regular basis. We believe that by organizing LC in the above-mentioned approach, methods, ways, and stages, we will be able to obtain the desired results in teaching and learning.

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